

October, 1955

The American School Board Journal



A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

★ **Secondary Principal and Staff Morale**—*Linder*

★ **Adult Education in Small Cities**—*Dalton*

★ **Liability in Pupil Transportation**—*Punke*

★ **Chambersburg Senior High School**—*Faust*

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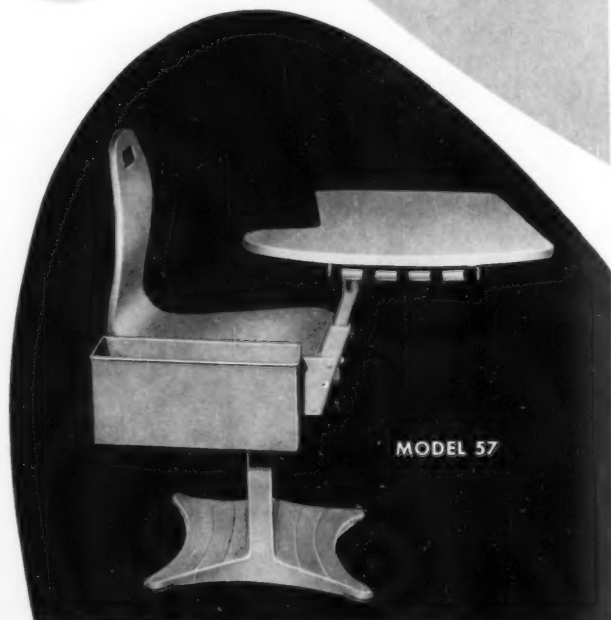
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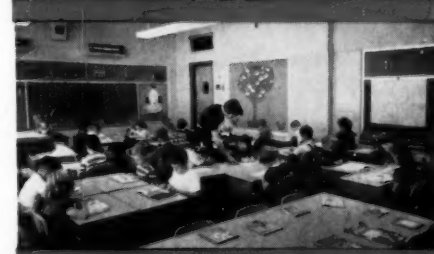
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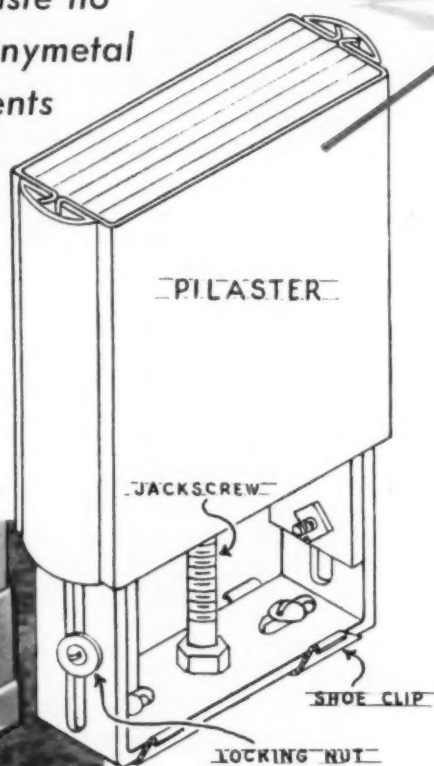
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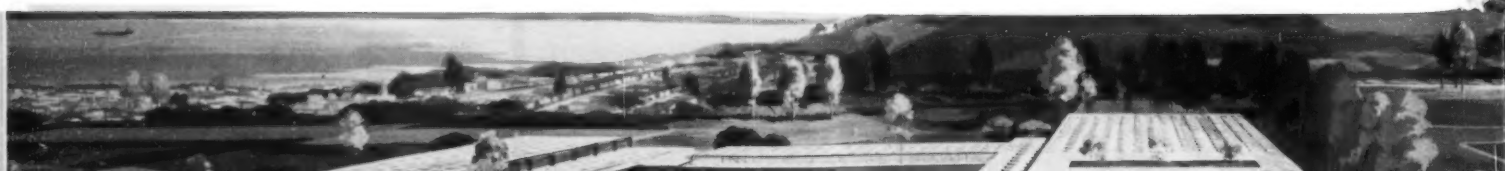
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THE AMERICAN School Board Journal

A Periodical of School Administration

October
1955

VOL. 131

NO. 4

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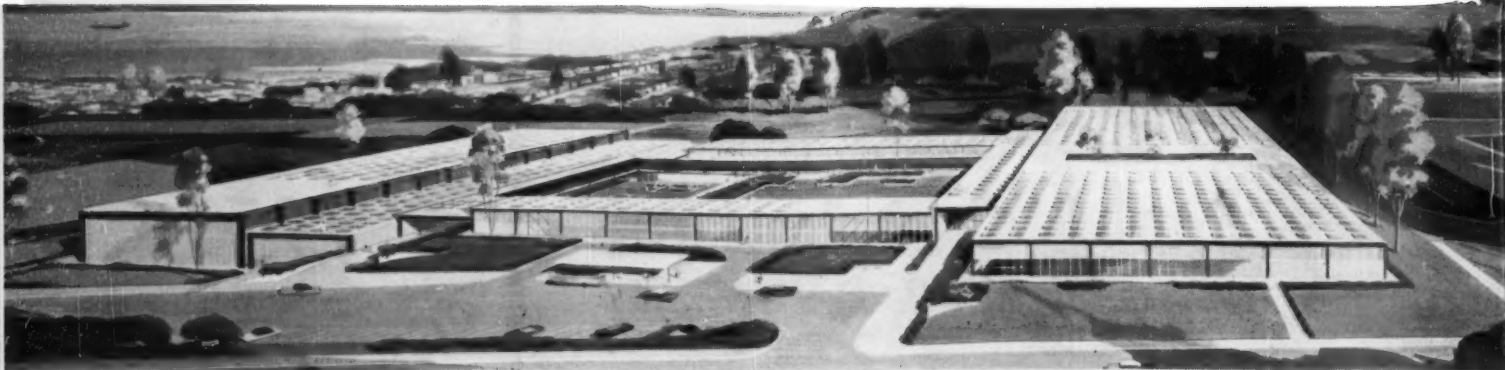
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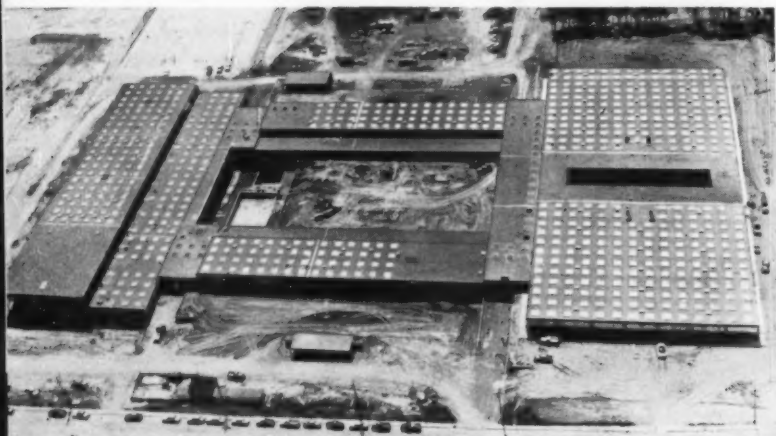
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The new Hillsdale High School, San Mateo, California, was planned by John Lyon Reid and Partners (architecture-engineering). Rothschild, Raffin & Weirick and Northern Constructors, General Contractors. Thomas F. Reynolds, Dist. Supt. of Schools.

A salute to the school with America's newest, most modern daylighting system



▲ An aerial view of the building during construction shows pattern of Toplite Panels.



◀ Close-up photo of some of the 661 Toplite Panels in the Hillsdale School.

This new Hillsdale High School, which is opening its doors this Fall, brings to architecture a bold new concept in school design.

Here is a school that will keep pace with changes in curriculum—changes in age groups and population. Portable walls allow large classrooms to be easily subdivided and small classrooms to be readily enlarged.


The key to this extreme flexibility is that each 14 by 14 foot area is self-sufficient as to its daylighting, heating, and ventilating. Because of this new and different utilization of floor space in the Hillsdale School, the traditional use of windows for lighting was ruled out. O-I Toplite Roof Panels were the answer.

There are 661 Toplite Panels in the Hillsdale High School Building—providing proper light for every classroom and for every part of the classroom at any time of the year. Although the Hillsdale project is the largest single use, up to now, of O-I Toplite Panels, they have been proved by architects and builders for other institutions, factories, and even for homes.

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"All Aboard"

N.S.B.A. Co-operates with Other Groups to Improve School Financial Accounting

EDWARD M. TUTTLE

On occasion our American system of public education has been likened to a great mosaic picture made up of thousands of separate pieces. These pieces represent the local school districts which are established under state authority. Each district has its board of education, responsible to the people for the operation of the schools. The districts vary greatly in size from small rural schools which have only one teacher and a few pupils, to our big metropolitan centers where a single board of education sets the policies for hundreds of schools and employs an administrative staff and thousands of teachers serving several hundred thousand pupils and various segments of the adult population as well.

We believe in our American plan for local and state control of public education by nonpartisan, nonsalaried, lay boards of education, rather than in a centralized national professional control such as exists in most other countries of the world. We feel that our system keeps the schools close to the people and makes it possible to provide those variations in the school program which will best fit the needs of each district. This is good, but there is no denying that it increases the difficulty of fitting all these pieces together so that we can obtain a clear view of our mosaic picture of public education in this country—what it is seeking to accomplish, how it is organized and operated, how it is housed and staffed and paid for, and how the people of America as a whole regard and support and defend their public schools.

The picture becomes clearer when each piece of the mosaic is made to fit as nearly perfect as possible in its own local setting, and when it fits properly into relationship with all the other pieces that go to make up the educational system as a whole. In other words, while maintaining the diversity and adaptability of our system, we face the necessity of summarizing its total impact on the states and the nation in ways that will reveal to all our people the nature, the extent, the cost, and the accomplishments of this great instrument for perpetuating and perfecting our American way of life.

So much by way of background.

Accounting for Public Money

Public schools are supported by public funds derived from various forms of taxation at local, intermediate, state, and federal levels. A given school district may receive income from all of these sources

in varying amounts, and its board of education is expected to account for all such receipts and for the manner of their expenditure. Citizen taxpayers expect that public funds will be used efficiently and economically. Our system of local control provides especial opportunity for close and discriminating scrutiny of school budgets by the general public. As a result, it can safely be asserted that, by and large, tax money allocated to schools buys more nearly 100 cents worth for each dollar spent than is true of other kinds of public service where accountability is less direct.

On the other hand, great diversity exists

THE NATION'S STRENGTH

"A nation is as great, and only as great, as her rank and file."

—WOODROW WILSON

Leadership alone does not make a nation great. The level of intelligence, moral fiber, cultural development, and civic responsibility of the people as a whole is the determining factor. This is why the true democracies are fundamentally strong; it is why totalitarian governments are inherently weak, no matter how much temporary strength they may appear to attain. It is also the basic reason for supporting a universal system of free public education, designed to provide the opportunity for every person—young or old; rich or poor; brilliant, average, or handicapped—to reach his own highest potential. In proportion as we strive toward this goal, America will grow in greatness.

—E. M. T.

in the accounting methods and practices in use by the 48 state departments of education and by the approximately 60,000 local school districts in this country. There are wide variations in what accounts are kept as well as in how they are kept. Given items may be subject to several different allocations for accounting purposes depending on how and by whom they are interpreted. Therefore, confusion arises whenever efforts are made to compare one district or one state with another, or to summarize receipts and expenditures for schools in any combined area or in the nation as a whole.

The situation just described is nobody's fault. It is a natural outcome of the way in which our educational system in this country has developed. But there are many reasons to deplore the continuation of such a state of affairs, and to seek ways for its improvement, having in mind two major purposes. The first and more important of these is to assist school districts and state departments of education in maintaining the most efficient and useful systems of financial accounting that can be devised. The second is to produce a greater degree of comparability among financial data, so that when they are brought together and reported at various levels the totals will be more accurate and meaningful.

The Co-operative Project

About a year ago, the executive secretaries of five national organizations were requested by the U. S. Commissioner of Education to meet with members of the Office of Education staff to consider the possibility of developing co-operatively a *Financial Accounting Handbook* to accomplish the purposes outlined above.

The following organizations were represented at a first policy meeting on September 30, 1954, where a tentative plan of procedure was adopted: (1) American Association of School Administrators; (2) Association of School Business Officials of the United States and Canada; (3) Council of Chief State School Officers; (4) Department of Rural Education (NEA); (5) National School Boards Association; and, of course, (6) United States Office of Education.

The second step came less than two months later when, on November 22-23, 1954, a score of representatives of these six co-operating agencies sat around a table for two days and developed in some detail a set of guidelines to be followed by members of the U. S. Office staff in preparing a preliminary draft of the *Financial Accounting Handbook*. It was emphasized that the purpose of the project was not to develop a reporting system, though it was recognized that reporting considerations could not be entirely divorced from a discussion of certain aspects of financial accounting. However, it was the general feeling that if every attempt was made to make the handbook as useful and attractive as possible to local and state systems, such issues with respect to reporting as needed to be considered in the course of the handbook's development could be satisfactorily resolved without any conflict in purpose.

Tentative Draft Prepared

Between November, 1954, and August,
(Continued on page 8)



Solve even *special* heating and with *standard* Trane

*... a complete line ranging from the
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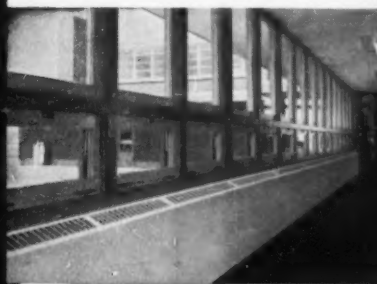
Whatever your special problem—from preventing icy drafts along walls of windows to freshening the locker

rooms—chances are you can get the exact equipment you need without having to pay “custom-built” prices.

From the complete TRANE line headed by the TRANE KB Unit Ventilator pictured above, you can usually select *standard* TRANE products engineered and sized to handle even your *special* heating and ventilating problems.

You can afford *better* equipment, you can afford TRANE *matched* equipment, because this way you

IN HALLWAYS *standard* TRANE Wall Line Convectors bring draft-free heating to long wall and window runs, blend with beauty of modern buildings.



IN GYMNASIUMS *standard* TRANE Projection Heaters, tucked high above occupied zones, spread warmth evenly over large areas.



IN LOCKER ROOMS *standard* TRANE Torridors bring in fresh, warmed outside air, blend it with room air. Keep locker rooms free of stale odors.



IN OFFICES, or wherever year-around air conditioning is desired, *standard* TRANE UniTrane units provide it. They heat or cool, ventilate, dehumidify, filter.





STOP DRAFTS BEFORE THEY START—with TRANE KB Unit Ventilators. From the unit and its wall-to-wall wing ducts (above) rises a constant stream of tempered air. This exclusive Kinetic Barrier action prevents drafts from forming whether units are heating, ventilating or cooling. Distributing warmth and ventilation evenly through classroom, they help keep children comfortable and alert all day long.

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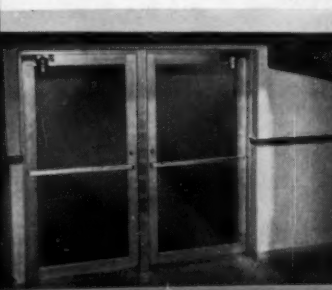
IN AUDITORIUMS standard TRANE Volume Ventilators blend outdoor air with room air, warm and distribute it overhead.



IN SWIMMING POOLS standard TRANE Wall-Fin surrounds occupied area with warmth, prevents drafts. (TRANE Torridors add tempered ventilation.)



IN ENTRYWAYS standard TRANE Force-Flo Heaters greet youngsters with warm welcome . . . blanket doors with heat to block cold air, stop drafts.



IN STAIRWAYS standard TRANE Convectors combine beauty with efficiency, fit where other types of units won't. Free-standing, recessed or wall-hung.



NSBA COOPERATES

(Continued from page 5)

1955, members of the Division of State and Local School Systems of the U. S. Office of Education developed a tentative draft of the proposed *Financial Accounting Handbook*. In defining items or accounts to be included in the handbook, care was exercised (1) to utilize, as much as possible, common understandings which have already developed throughout the country, and (2) to make each definition as clear cut as possible in order to allow for only one interpretation of the item.

Further, it had been agreed at the planning meeting of the co-operating organizations that any item, to be included in the

handbook, should meet the following criteria:

1. The item should provide information which is important to a local school district in the operation of its school system.
2. The item should be one of importance to local school districts throughout all sections of the country.
3. The item should be one on which there is a need for comparable figures among local school systems.
4. The item is one which can be maintained as a matter of record with a reasonable degree of effort.

First National Conference

During the week of August 15 this year, some 30 representatives of the six co-operating agencies spent a busy five days at the

Office of Education, discussing the tentative draft of the *Financial Accounting Handbook* item by item. In welcoming the conference, both Commissioner of Education Samuel M. Brownell and Assistant Commissioner Wayne O. Reed, in charge of the Division of State and Local School Systems, emphasized the importance of the project and the significance of the co-operative method of working on it. Certainly, they said, it is far preferable to have the organizations that will be directly interested in the distribution and use of the *Handbook* assist the U. S. Office in its planning and preparation, than for the Office to undertake such a project alone.

The spirit and purpose of the project may best be revealed by the following excerpts from the Introduction to the *Handbook*:

"Apart from the legal requirements, the financial accounting system of a school district is vital to the effective operation of the educational program.

"The unlimited opportunities for making the accounting system work for the benefit of education are illustrated by the importance of fiscal information to the following aspects of business and educational administration: The preparation of the annual budget, the projection of long-term plans for the educational program, the establishment of payroll procedures, the establishment of purchasing procedures, the procedure for bond sales, the handling of insurance, the setting up of adequate property records, the economic maintenance and operation of school facilities, financing a school building program, and periodic financial and statistical reports on the condition and progress of education in the school district. These are only some of the many facets of school administration which depend heavily upon an adequate financial accounting system for the economic operation of the schools.

"This *Handbook* is a guide to receipt and expenditure accounting for local and state school systems. It is concerned with two important problems that constantly face every school system, namely, the kinds of fiscal information that should be available, and how this information should be classified and recorded for most profitable use."

The *Handbook*, as it is shaping up, is divided into six parts under the following heads:

- I. Classifications of Receipt Accounts
- II. Classifications of Expenditure Accounts
- III. Classifications of Clearing Accounts
- IV. Determining Per Pupil Expenditures
- V. Recording Receipts and Expenditures
- VI. Financial Accounting Terminology

The August Conference resulted in numerous suggestions for further clarification, rearrangement, interpretation, and general improvement of the *Handbook* manuscript.

Regional Conferences Planned

In coming months, members of the U. S. Office of Education staff will revise the manuscript of the proposed *Financial Accounting Handbook* in the light of the decisions reached at the National Conference in August.

The next step in the project will be a series of eight regional conferences during January and February of 1956. These conferences will involve all 48 states and the District of Columbia.

(Concluded on page 90)

TO BE SATISFIED THAT YOU'VE PICKED THE RIGHT HEATING SYSTEM...

*How Prone to Doubt,
How Cautious are the Wise.*
—Homer.

Your community depends on your judgment in the selection of school heating equipment. We respect that judgment. In your choice of fuel, of course, you may be limited, but where you have a choice, consider coal—and when you do...

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With Will-Burt Air Control, the fuel bed gets the air needed for efficient combustion—and you get more of the BTU's you pay for!

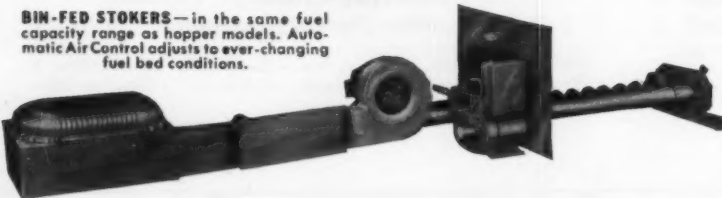
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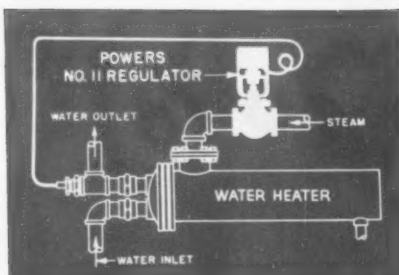
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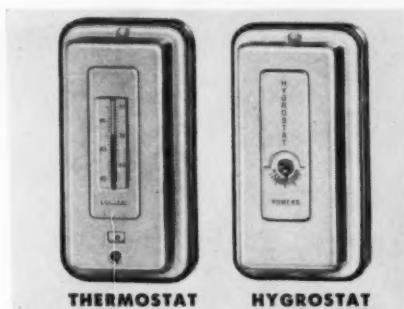
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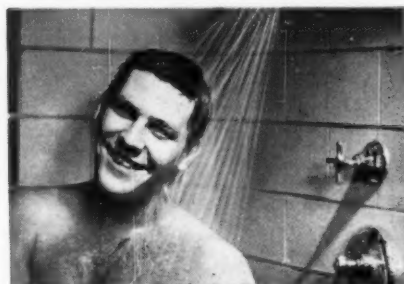
Other leading school equipment manufacturers who have specified St. Regis Panelyte • BRUNSWICK-BALKE-COLLENDER COMPANY
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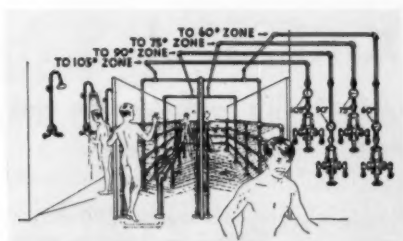
Comfortable Water Temperature in Swimming Pools is obtained with Powers thermostatic Regulators for water heaters. *Fuel Economy* also results from eliminating OVER-heated water.



Comfortable Air Temperature in Pool Area and Locker Room is assured with Powers control of temperature, humidity and proper ventilation.



Greater Comfort and SAFER Showers with Powers double protection against scalding. Temperature remains constant wherever the bather wants it regardless of pressure or temperature changes in water supply lines.



Zone Showers with straddle rail, often used in connection with swimming pools require the dependable temperature control supplied by the four Powers thermostatic controllers above. (c-46)

SCHOOL BOARD JOURNAL for OCTOBER, 1955



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In Swimming Pools, Locker Rooms and Showers

Specify and Install **POWERS** THERMOSTATIC CONTROL

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Quality Controls and Nationwide Service plus more than 60 years of know how in the proper application of a complete line of products...are important advantages offered by Powers.

Only a few of our many controls are shown here. Others are available for whirlpool arm and leg baths and many other types of hydrotherapy.

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FOR THE SAFEST, QUICKEST, EASIEST OPENING SCHOOL WINDOWS
THAT ASSURE MORE COMFORT..



St. John Bosco School, Hammond, Indiana
 Bachman and Bertram, Architects



LUDMAN *Corporation* invited

with 26 other Outstanding American Manufacturers of School Building
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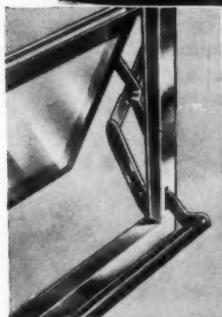
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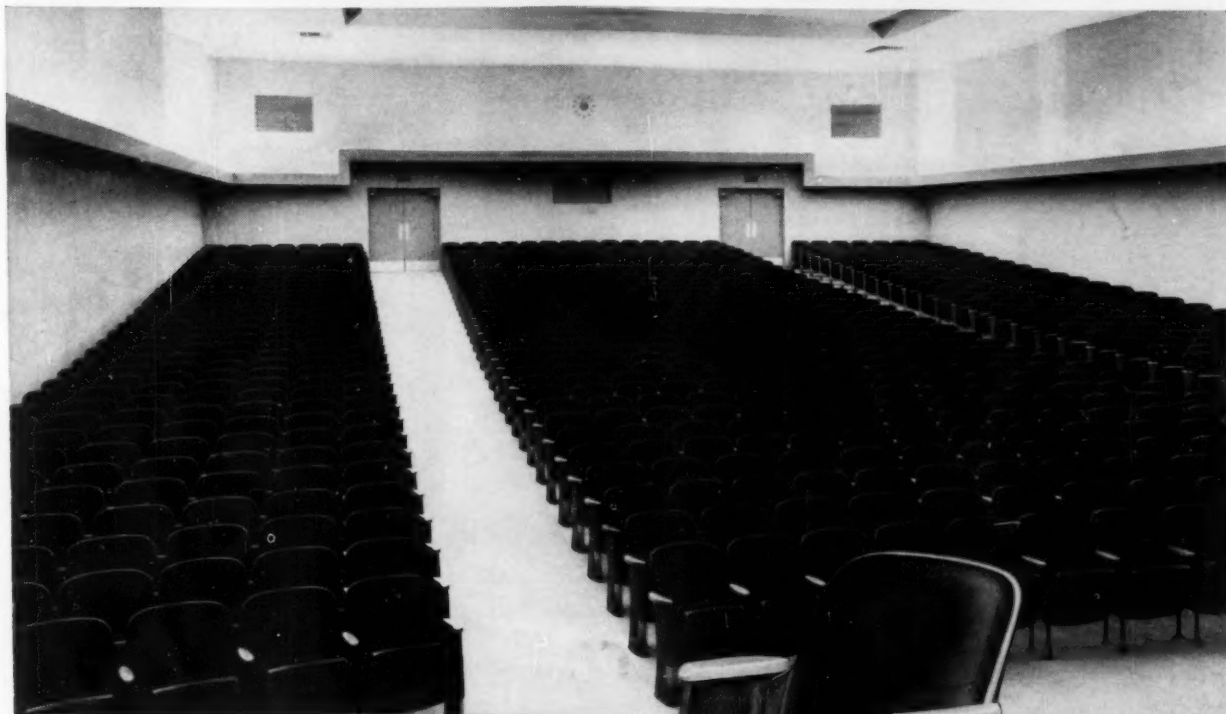


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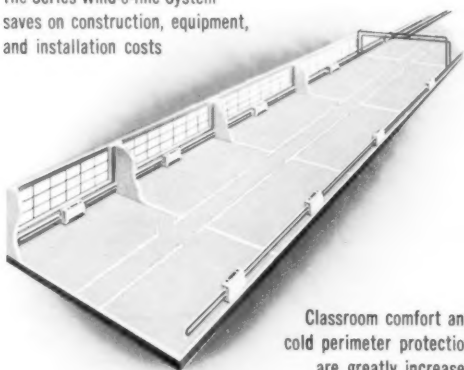
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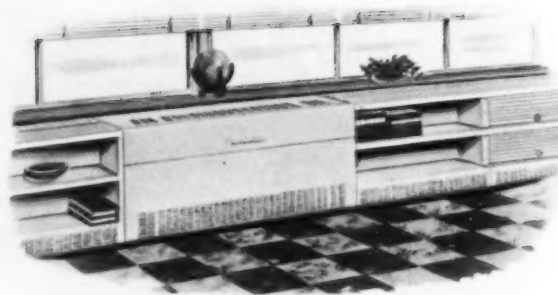
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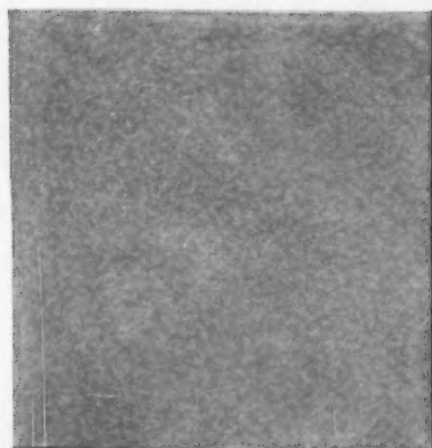


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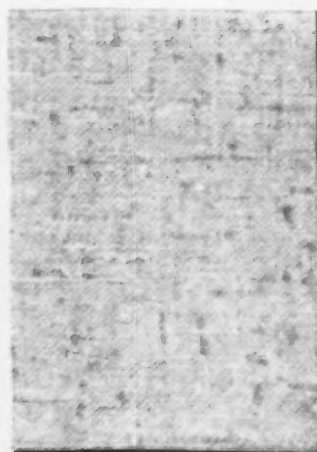
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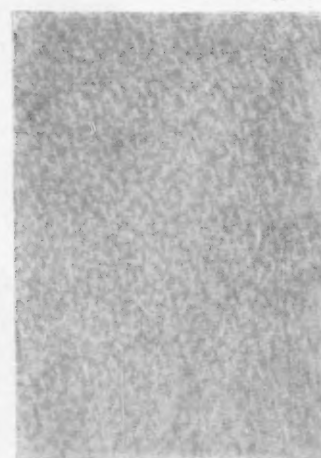


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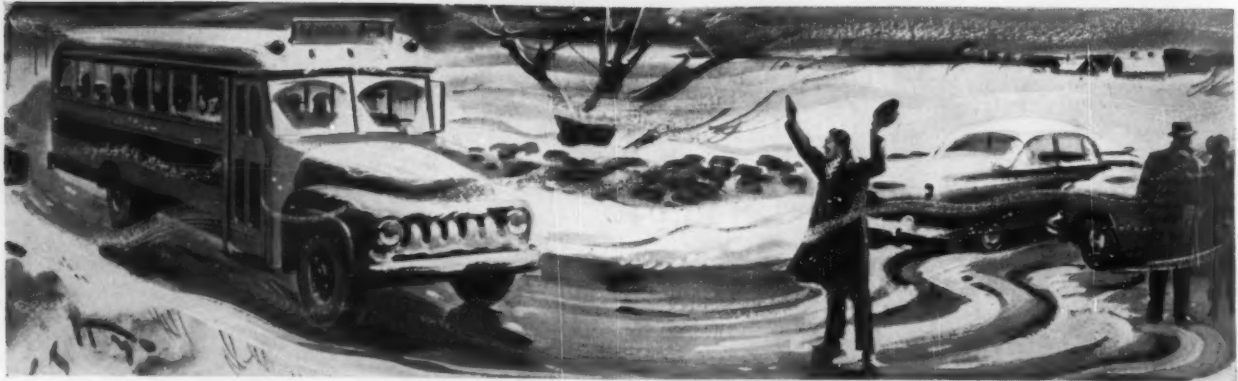
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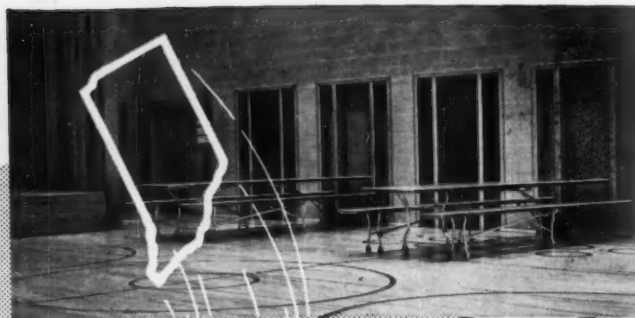
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The Secondary Principal and Staff Morale

IVAN H. LINDER

Assistant Superintendent
Palo Alto Unified School District
Palo Alto, Calif.

Rarely is a secondary school principal satisfied with the manner in which he distributes his time between the routine necessary to keep his school going with some degree of smoothness, and the promoting of a program for the improvement of the larger services of his school. Forever confronted with clusters of little matters which are immediate and press for his attention, he finds his time further monopolized by unpredictable incidents. Meanwhile, the larger matters suffer sometimes from a sort of stepchild neglect. What compounds the difficulty is that the smaller matters provide their own motivation in a false sense of accomplishment while the more important ones are rarely completely outside the margin of his attention and all too infrequently at the center of it.

There is, however, a third type of problem related to the other two which is even more complicated and baffling. This is the manner in which the principal must work with his staff individually and collectively to get the big and little matters attended to in some ratio to their importance. And he must do so in a way to yield a tone of congeniality conducive to sustained and constructive group action. Often the prevailing attitude of the staff, which we refer to as staff morale, does not receive the attention it deserves until it begins to break down.

The Staff Morale

We may be able to sense whether the staff morale is of a high, low, or indifferent quality in a given school and remain skeptical that so broad and involved a matter

will lend itself to ready analysis, much less respond to remedial measures at the command of the principal. It may be that what we call staff morale is only the collective effect of varying degrees of the spirit and zeal of the individual staff members which tend to coalesce from time to time to keep good morale good and poor morale poor. Though difficult to determine with any degree of accuracy, every experienced principal recognizes that there is a normal level of "gripping." And, in all walks of life there are individuals who, when disturbed, lash out at anybody without stopping to pick out their friends. Some of this is unavoidable and it cannot result in much damage unless the group morale is already low enough to provide a culture for the spread of a sense of discouragement and defeat.

In this discussion we shall emphasize

those factors offering most promise for morale improvement. There can be no doubt that the system-wide measures providing for teacher welfare bear significantly on staff morale. Adequate salary scales, generous sick and professional leave privileges, and long-term guarantees, such as tenure and retirement provisions, all have a very direct influence on morale. That these welfare provisions are usually determined by the board of education upon the advice of the superintendent of schools or extended by the state, is reason enough for their lack of emphasis here. In our system, the superintendent and the board work directly and effectively with committees of teachers from our local association in the determination of welfare provisions and this has proved very effective in lifting the professional tone of the whole teaching staff. It is the obvious duty of the principal to work with the superintendent and the teachers for better teacher welfare, but the problem of improving staff morale in his own building extends a challenge within the existing provisions and there is much that the principal, and he alone, can do about it.

The Key Person

Since the principal is the key person in the administration of the school, the responsibility for avoiding poor morale and for promoting improved morale must rest heavily on him. Yet the tendency to shift this responsibility to the shoulders of the principal should not exempt the individual staff member from confronting the question as to whether he is a part of the problem of poor morale or a part of the answer to an improved staff morale. Even the teacher, apparently least concerned with an unsatisfactory state of staff morale, would bring about an improvement in it if he could do so with a gesture similar to paying his utility bill without knowledge of how electricity is generated or distributed.



I

It is clearly outside the scope of this article to consider the psychological factors which cause tensions to arise in a group and become contagious or to consider the manner in which tension registers with varying force in frustration. No doubt some of this grows out of the jittery pace reflected from our hurried and complicated industrial civilization. This is not to suggest that such frustrations are peculiar to teachers, but only that they combine in special ways in the present-day high school where movement and energies are regulated by clocks and bells.

It would be very revealing if someone with a skill at graphing the interplay of complicated forces would make a profile of the morale of secondary school teachers as the year unfolds. Such a graph line would start high in September and gradually decline to a low in June with shifting intermediate highs and lows throughout the school year.

Every principal and teacher knows that there are days of confusion in the high school that seem capable of fraying the nerves of a water buffalo. If unusual events or sharp variations from established routine are permitted to cluster on certain days, and particularly if this coincides with the last day or two of school before a vacation, tensions mount among the teachers. Quite naturally, the teacher blames the principal for not anticipating the special forms of disorder and so eliminating all disruption of routine which adds to the confusion. When teachers so disturbed seek another to blame for the difficulty, the principal is in a position to be nominated, almost by acclamation.

Almost any teacher has an occasional disturbing day when he believes that the students, school authorities, and even his colleagues are teaming up with disagreeable nests of circumstances to make his life miserable. If two or more teachers who have experienced such a day meet in the hall or lounge, you may see them agreeing how blundering mismanagement coupled with youth's unbridled energies is reducing the teacher's work to the level of an ineffectual policeman. It ought to be one of the aims of the administrator to prevent the search for someone who thinks and feels the same from being too easy.

II

While teaching secondary school administration over a period of seven summer quarters,¹ we conducted an extensive survey of the opinions of teachers and principals concerning the factors contributing most to staff morale. Separate committees of secondary teachers and of principals interviewed a large number of teachers and principals from large, medium-sized, and small high schools situated in all sections

¹Colorado State College of Education, Greeley, Colo.

of the United States. The factors listed here have an importance which goes beyond their lack of objective validity because, in any consideration of morale, the way teachers or principals feel about the operative procedures of the school becomes itself a determinant of morale.

Causes of Lowered Morale: Teachers' Views

1. There is a lack of leadership. The authoritarian principal received much less criticism than the one who would not decide anything. Teachers were very critical of the principal who appeared to play the administrative game "by ear" and who exuded a degree of optimism that obscured most of the problems which adversely affected the teachers' work.

2. Too many principals leave the teachers in a state of doubt as to how successful he regards their work. Evidently such principals gauge the teacher's success almost entirely on the reactions of pupils and parents, and this may create an atmosphere of uncertainty in the minds of the most conscientious staff members.

3. The lack of any semblance of policy governing school procedures, particularly in discipline and instruction.

4. No effort is made by the principal to control classroom interruptions. Classwork plans are shattered by periods being eliminated or shortened without adequate previous announcement.

5. Many principals do not appreciate the difficulty of a full teaching load, nor the energy depletion that follows a conscientious day's teaching.

6. A surprising percentage of the teachers were convinced that the ordinary faculty meeting tended to lower morale. Too frequently these are called on impulse, show no evidence of having been planned, and the principal talks too much. Sometimes the principal scolds the whole faculty to get at a few offenders. When policy proposals are discussed, often no effort is made to carry out plans agreed on. These factors all contribute to a skepticism that slowly dispels the aura of progress which the principal has sought to promote.

7. In case of conflict with student or parent, many teachers felt their side of the issue was either not sought or was given all too little consideration.

8. In some cases the teachers felt that the principal resented teachers' expressed opinions about the operative procedures of the school unless these were liberally tinged with praise. His delicate administrative constitution could not tolerate frank appraisal.

9. The appointment of committees, particularly where their reports were never called for or seriously considered, contributed to low morale.

10. The teacher's class load was often shifted without consulting the teacher either as to subject preparation or preference. Similarly, extra-class assignments

were too often given the teacher as an order. No effort was made to equalize the burden of extra-class assignments, hence the willing member was given too many and others none.

11. Many principals, to cultivate favor with parents or to avoid conflict, undertake to interfere with the teacher's grading of students, occasionally alter grades for the permanent record.

12. A whole cluster of administrative practices came under the general class of teacher-humiliations. Typical of these were criticizing or implying criticism of the teacher in front of students; gossiping about teachers or crediting unfounded rumors; and talking down to the teacher with the implied denial of professional status. Such procedures, intentional or thoughtless, were judged to contribute significantly to lowered staff morale.

Causes of Lowered Morale: Principals' Views

1. Many teachers oversimplify the task of the principal. Only on occasion are they confronted with the separate pressures to which the principal is continually required to adapt his procedures.

2. Many teachers criticize the lack of administrative policies at the same time that they do not want to be bothered with helping to formulate them, or to understand the determining factors back of them.

3. Many teachers, and by no means all poor teachers, ignore policies even when they have had a voice in formulating them.

4. All too many teachers neglect the routine necessary to an orderly school. Failure to check attendance is brushed aside by such thoughtless remarks as, "I'm paid to teach them, not count them."

5. Teachers who are irritated at so many faculty meeting announcements, nonetheless neglect to read the bulletins which they advise as a timesaving substitute.

6. Many teachers "pile on" the assignments in an effort to trap the indifferent and only succeed in overworking the conscientious students.

7. Not infrequently teachers develop conflicts with the class by passing on their personal tensions.

8. To many teachers, the idea of administrative support in discipline cases is that the principal should uphold even arbitrary decisions without any effort to get at the facts or to listen to the student's side of the matter.

9. Some teachers apparently regard parental inquiries as an interference and the principal's negotiation with the parent as a transgression on the prerogatives of the teacher.

10. It is by no means uncommon for a teacher, oversensitized to his authority, to misinterpret an adolescent's pretended indifference to teacher disapproval or a thoughtless face-saving remark as impudence or rebellion.

11. Sometimes the disillusioned and dis-

appointed teacher goes out of his way to curb the enthusiasm of the new teacher, advising that the principal's proposals or innovations be not taken too seriously, remembering that he will soon forget them and pursue others with equally short-lived enthusiasm.

III

Even a hasty examination of these items will suggest that they range in importance from trivial faultfinding to those disclosing a lack of consideration for the rights and feelings of associates. Improvement may be sought in two distinct approaches, though a combination of the two would seem best. The principal and his staff may gather all the objections into a summary list and set out to correct these; or they may stress the nature of an administrative program which will have enough group approval followed by sufficient thrust of recognized accomplishment that minor objections will be shunted into a place of relative insignificance. There is a positive quality to effective leadership which goes beyond the avoidance of disputes and answering to objections. Even so, small irritations must not be entirely neglected. Military authorities in all wars have found that troop morale improved steadily during a succession of small advances, and conversely, that it deteriorated steadily while waiting for some big strategic move. While the parallel cannot be too closely drawn, school staff morale is elevated by small improvements in the operative procedures of the school, particularly when these meet a need recognized by the staff and when members feel they have had a real part in bringing them about. Of course, even a steady succession of these will not add up to an adequately improved school service. At best, they will merely extend an inducement to the staff to consider ways of improving the total school program. It will take time for optimism to expand from small beginnings and to settle into confidence that the larger problems of the school will yield to a similar co-operative effort.

Some authorities contend that all genuine administrative authority arises from

"In his efforts to improve staff morale, the principal should seek improvements in his working relations with his staff..."

the bottom of an organization. Whether or not we are willing to accept the implications of a principle so contrary to the conventional concept of authority, we can all agree that no administrator can long succeed in a program outside the zone of acceptance by his staff, or to vary the

figure, can he long afford to ignore any significant degree of the undertow of opposition to his leadership. Faculty participation can be sound in principle without being all inclusive in scope; it must meet the test of moderation and, more important, that of being intelligently selective. It can be important not alone for its net results in policy but because there is in responsible action a quality which can never be quite attained by speculative advice.

Practical Limitations

While no limitation should be imposed on the right of staff members to recommend policies, to discuss fully all proposed policies or, to criticize adopted policies with complete freedom, there are very practical limitations to operating under such a theory. The time for faculty discussion is restricted to one or two hours a week at the best; the initiative of teachers is not limited, and it is likely to be restricted to the manner in which policies directly affect their work; and finally it is difficult to get teachers to assume responsibility of the scale implied in tethering administrative action to explicit faculty approval. These considerations impose on the principal the responsibility for selecting items to bring before his faculty which will do most to promote a basic sanction of the administrative program.

This is a discouragingly slow process which is the chief reason that school administration is very hard on the hasty person. To cultivate some serenity or even to simulate it through intelligent courage and wise resignation comes near to being the primary test of the principal. He must learn to expect that at times fuss or fury will circulate in inverse ratio to faith. He must be forever willing to give information, often very simple and obvious information; he must answer to criticisms which have only the semblance of justification; and he must do all of this in a manner to indicate a competence that hovers close to the reasonable. Some faculty members will contend that the present-day high school has lost the clear note of purpose of the earlier school, forgetting that it was precisely this that made the earlier high school a selective institution — a luxury which our present communities will no longer tolerate. Some will long to return to the good old days.

IV

In all his efforts to improve poor morale, it is important that the principal keep his values straight, so that he not take on more gravity of manner than he can sustain and get things done in a friendly spirit. Top accomplishment is achieved when a group cares a lot and doesn't lose its sense of humor. To assure this, a principal should expect to give a great deal of thought to the working conditions in his school.

Good Teaching

At the very center of good staff morale is the importance the principal attaches to good teaching. Whether it is viewed from the depths of a philosophy or from the elevation of an art, good teaching is the first responsibility of the school and hence the greatest single obligation of the principal. It is altogether possible for the busy principal to give his teachers the impression that classroom teaching and the factors which influence it are taken for granted. That this is not the design of anybody in authority, is not an adequate answer to the criticism. Perhaps it might stand a better chance of being improved if it were a design; designs are more easily altered than the slow accumulation of influences within the school which shunt instruction into a place of secondary importance.

Finally, the problem remains, if the principal finds the staff morale in his school is low, just what can he do about it? To begin with, it is doubtful if he will find the cause in any simple analysis of obvious factors. A low tone of purpose or a sense of discouragement has probably developed over a considerable period of time; to correct it may require a proportionate period. One-shot remedies will avail little. A suddenly arranged faculty social function will not likely be of much help. A robust resolution on the part of the principal to suddenly drop a built-in reserve and be friendly and personable with the staff members may appear foreign and strange. This may, in fact, arouse suspicion that the staff member is about to be asked to take on an extra burden. Neither will calling a meeting and asking the faculty what is wrong be of much assistance. If this isn't met with a silence that would make it possible to hear a dog bark in the next county, it may invite a completely negative approach, with gloom becoming as contagious as measles in the kindergarten.

Improved Relations

In his efforts to improve staff morale, the principal should seek improvements in his working relations with his staff which will respond to direct attack without neglecting those which can be improved only by an intelligent indirection. Though he should never close any of the channels of advice, he must remember too that advice is one thing even the miser gives away gladly. Advice to the principal must be directed to satisfy the influences on which his responsibility revolves. Still, the best assurance the principal can have that staff members will not oversimplify his task is to be sure he demonstrates that he does not underestimate the problems of his teachers. When he can add a third dimension of sympathy to his understanding of the teachers' problems, this will go a long way toward raising his administrative practice to an art.

Smaller communities CAN offer a complete adult education program . . .

Adult Education in Small Population Centers

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On many occasions during the past several years public educators and other community leaders have expressed doubts concerning the advisability and the practicability of a general adult education program in small population centers. The first reaction of the small town citizen, they say, is to pass by adult education as something that is feasible only in the more populated areas. However, during a recent study many examples were found, scattered it is true but nevertheless many examples, of communities which have co-operated with the school personnel in developing a thriving adult education program.

In a Nebraska community of 600 inhabitants a healthy adult program was conducted for several years. Courses were conducted during those years in sewing, furniture repair and construction, farm problems, contract bridge, family life, photography, and typing. Much of the leadership was drawn from the community and the school. Many leaders were available in several of the areas of study. For example, in the course on family life, the nearby college supplied leadership assistance for a discussion of the adolescent child. An insurance salesman and a former college instructor discussed the problems of insurance and savings. The county attorney gave his services to the group and presented certain typical legal problems arising in marriage and family life. A nearby superintendent of school brought a representative senior boy and a representative senior girl to conduct a panel on teen-age problems and their relationship to family life. Several other aspects of the general problem of home life were set before the group for their reaction. All of this at a nominal cost of three dollars per registrant for nine sessions at two hours or more one evening each week.

Locally Staffed

Some courses were conducted without assistance outside the community. The local home-economics teacher taught the class in sewing and the superintendent

directed the course in furniture building and repair.

What this community has accomplished has been duplicated in other small population centers.

An Iowa town of 2200 has maintained a general adult education program for 17 years. A small Michigan community of 800 has been served by an adult education program for the past eight years. In the Sand Hills of Nebraska a town of less than 300 inhabitants has inaugurated a program of five courses with an enrollment of 50. This list could go on, extending into many other states and many more communities. Enough has been written to give proof that adult education programs can function within small population centers.

The involvement of the leadership from the community is a prime prerequisite to a successful program. Planning an adult education program is not a one man task. Only in so far as the local community feels that the program is theirs can it hope to enjoy a measure of acceptance and success. In the small community it is even more essential that all the organizations be informed. Oftentimes these groups will supply voluntary leadership which can be helpful in planning and evaluating the program. The administrator and planning council should not attempt to imitate the adult education plan set forth in the large city or metropolitan area, but should rather endeavor to formulate a program which will truly serve their own community. The number of courses which are offered should be in accord with expressed needs of the participants and the available leadership. Numerous adult programs in small population centers have been short-lived because too much was attempted in the first year or two. The offerings of the city programs are often attractive and even glamorous, but the planning committee in the small town should design a program which satisfies the needs and interests of the citizens in that community. Obviously it would be better to present one well-planned and well-led course than to attempt a very broad program.

The Policy of Fees

Fees are often a limiting factor. If the board of education cannot arrange to underwrite the financial aspect of adult education, then the assessment of a fee to each enrollee seems to be necessary. The amount of this charge is often a controlling factor for those who wish to participate. Nominal fees should be the practice. Larger registration fees are usually necessary for shop and laboratory types of courses. Driving training is also generally assigned a larger individual assessment. When fees are charged, oftentimes those who want to and should enroll in adult education courses can not because of the cost. Recent research seems to indicate that the complexion of enrollment in the adult education programs is decidedly affected by the amount of the registration charge. Nominal fees should be the practice. Competent leadership and thoughtful administration are essential if any adult education program is to successfully meet the needs and fulfill the interests of the citizens of any community. No factor is more essential to the success of any program than available, thoughtful, and democratic leadership.

Real benefits may accrue from participation in adult education programs. Rural and town inhabitants realize with greater forcefulness that they have many interests in common. Oftentimes problems that have evaded solution by every other avenue of approach can find satisfactory answers through an adult education program. In a public school where adverse pressure was brought upon the superintendent, adult education with its close contact with the school personnel released this pressure and brought with it a better understanding of the school and its problems.

Cultural Stimulant

More than one administrator has expressed strong convictions that adult education programs have raised the cultural and educational level of their respective communities. Adult education has stimulated many communities toward civic improvements and has done much to lift the cultural level of the participants. The work in adult education has resulted in satisfying and profitable experiences for many citizens of small cities and towns. Adult education for the educators in the lesser populated centers is both a challenge and an opportunity.

What Are We Doing for School Drop-Outs?

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In the past 20 years a great amount of research has been conducted and much has been written on the problem of our youths' leaving school early. Changes made in our schools, partly as a result of these studies, have improved the retention of pupils. The realization by both pupils and parents of the need for more education for the working man and women to secure employment and gain promotions has also had an effect on school attendance. Teachers have, for years, encouraged young people to stay in school and make adequate preparation for the future.

With all the emphasis on the importance of education, however, the statistics show that, while there has been an increase in the length of school attendance, the number of high school graduates each year is only about 60 per cent of the 17-year-old population of our country at the present time, according to the U. S. Department of Health, Education, and Welfare. Are we doing enough to meet the needs of those who do not finish high school?

Our present national working force includes many men and women who were 17-year-olds as far back as 1920 or farther. In that year the number of high school graduates was only 16.8 per cent of the 17-year-old population. Even with the steady increase in the percentage of graduates since that time, it is apparent that less than half of the present adult population can possibly have graduated from high school. Statistics of the U. S. Department of Commerce show that 65.6 per cent of the population over 25 years old in 1927 were not high school graduates. It is obvious that the recent increase in the number of high school graduates can only raise the educational level of our total working force. Will this increase be rapid enough to meet our skilled man-power needs for the next quarter of a century?

Desire for Education

Adults are interested in continuing their education. This is shown by the great numbers now enrolled in adult education pro-

grams of all kinds. The Adult Education Association reports that over 3,000,000 adults were enrolled in adult day and evening classes in public schools in 1954. The recent increases in the enrollment in public schools may be attributed, in part, to the success of the recent War Production Training program. The popularity of evening schools, extension classes, and the numerous other adult training programs reflect the insatiable desire of the American people for education. Adult education today is comprised of many types of vocational and technical training, homemaking classes, formal classroom work, self-study groups, discussion groups, recreational activities, and cultural pursuits.

Many institutions and agencies sponsor or conduct adult education programs. Some of them are universities, university extensions, technical institutes, private schools, public schools, churches, libraries, community centers, museums, Y.M.C.A., Y.W.C.A., women's clubs, farm bureaus, industries, labor unions, service clubs, so-



An instructor in advanced machine shop explains the fine points in the tool and die making trade.

cial agencies, the American Legion, and the Red Cross. All of the different kinds of programs have an important place in the improvement of the economic, political, and social competency of our citizens for life in a democracy. All of the institutions and agencies active in adult education are to be commended for their efforts and their interest in the needs of adults.

The public schools are now playing an increasingly important role in adult education. There is no set pattern for adult programs conducted by the schools. There are marked differences in the programs and trends between the large, middle-sized, and small cities. Programs are tailored to the local needs as indicated by the demands of the enrollees. It is logical, of course, for schools to emphasize the kind of adult education for which their facilities can be most efficiently used.

In a survey, made by the author in 1954, of adult activities in the public schools of Indiana, the schools in all of the 19 cities of over 25,000 people were found to have adult programs; the schools in nine of the 18 cities of between 10,000 and 25,000 population reported adult classes; and 13 of the cities and towns of less than 10,000 persons had adult activities in their schools. In a nationwide survey conducted by the National Education Association in 1952, reports showed that 98 per cent of the cities of over 150,000 people had adult education programs conducted by their schools; 65 per cent of the cities from 9000 to 35,000 population had adult education provided by the schools, but the communities of less than 5000 persons, where one third of American adults are living, had no adult education activities in their schools. Are enough of our schools conducting adult classes to meet the needs of all individuals and of society?

Diverse Offerings

The diversity of the adult education programs conducted by public schools and the number of the 41 Indiana cities reporting adult activities offering each type of training are shown in the following list:

<i>Kinds of classes</i>	<i>Number of cities</i>
Business Education	33
Homemaking Classes	29
Apprenticeship Training	25
Trade Extension Classes	24
Technical Courses	22
Leisure Time Activities	20
Cultural Classes	20
Driver Training	20
Community Interest Programs	19
Foreign-born English	15
Americanization	14
Agriculture Classes	14
High School Classes	13
Recreational Activities	12
Elementary School Work	3

Business education and homemaking classes are offered in almost all cities irrespective of size. Industrial training and

classes for immigrants are more prevalent in the larger cities, while agriculture classes and cultural and recreational activities more frequent in the schools of middle-sized and smaller cities. The relatively few cities offering high school and elementary school work for adults should cause every person interested in education in their community to seek the answers to several questions. Are there adults in the community who did not complete their formal education? Could these persons improve their social and economic status if they had an opportunity to continue their education? Would continued education make them happier, healthier, and better adjusted citizens? Does the community have an obligation to help these people?

In the studies of early school leavers many persons indicated that there was nothing the schools could have done to have kept them in school. Mr. John R., an evening school student, is 28 years old and married. He said, "The teachers did everything to try to keep me in school, but like a fool I quit." Still others were forced to leave school by circumstances beyond their control, as Mrs. Thelma E., who had to drop out of high school and help care for the family when her mother became ill. We must realize that they are adults, many of them young adults, who left school before they completed their formal education, which business and industry now feel is necessary to become good employees. We must accept facts and do something for the out-of-school youth and adults to enable them to meet the present requirements for employment and promotion. Educational research shows that 90 per cent of our population are capable of completing high school. It is improbable, though, that we will soon, if ever, reach the place in our schools where that per-

centage of our youth will graduate. The need for adults to complete their formal education or take additional training will probably become greater in the next 25 years and the need in some degree will no doubt always exist. Is it not time we made "education for all" more of a reality?

The Cost

Evening schools are not expensive when compared to the total cost of the educational program in our public schools. The buildings and equipment are already available and the administrative organization for the evening activities will add only a few persons to the existing staff. Regular teachers and other qualified persons in the community can be employed on a part-time basis as instructors at a reasonable hourly rate. Adult education can be made available at a very reasonable figure. Edward B. Olds, in his consideration of Financing Adult Education in America's Public Schools and Community Councils, reports that experts believe a school district could have an adult education program involving up to 50 per cent of its adult population during a five-year period at a cost of 3 per cent of the day-school budget. Considering the benefits to the individuals and to the community, this cost is comparatively small. Most adults are also willing to pay fees to cover part of the cost of the classes in which they enroll. The cost of certain kinds of adult education is partially reimbursable by state and federal governments. The value of public school buildings and equipment in the continental United States in 1950, according to the U. S. Department of Health, Education and Welfare, was about 11½ billion dollars. Are we getting the greatest possible educational dividends on our investment?



A young student specializes in machine calculating.

Let us consider adults as students. There were 86 adults in the graduating class of the high school division of the Arsenal Technical Evening School, Indianapolis, this year. The age range of the class was from 18 years to 53 years, with a median age of 25. In this class 18 persons made a B-plus average or better for all work taken during their last year in the evening school. In almost every case the caliber of work done in the evening school was better than the previous high school work. Twenty-one of these seniors had perfect attendance for the entire year. These achievements are noteworthy when you consider that most of the students were working at full time jobs while going to school four evenings each week.

A number of successful teachers in the Evening School, who also teach in the regular high school, were asked to list the outstanding differences between their adult evening school students and their regular day school pupils. Their reactions included:

Adults realize the importance of education and are willing to learn.

They are serious and have a definite purpose.

They work harder and accomplish more than regular day school students.

Their maturity and background of experience make teacher motivation of the classes unnecessary.

Most of the adults actually enjoy going to school, though as youth they dropped out or failed.

A number of teachers have said that teaching adults is a pleasure, and that their participation and appreciation is stimulating and the results of the teaching are more gratifying.

Just as the education of our children is of vital concern to every citizen, to our national economy, and to our democratic society, so is the education of adults. It is evident that evening schools help adults become skilled and more efficient in their jobs and better informed and more useful citizens. Mrs. Mary G., age 18, dropped out of school at the end of her sophomore year and was married. She is working for her diploma now in the evenings while her husband takes care of the baby. She said, "I am finishing school to be prepared to get a job if I ever need one." Mrs. Kathryn P., housewife with three children in the elementary grades said, "I need to finish high school so I can help my children with their home work later on and to set a good example for them. My diploma will make me more competent to take part in PTA and community activities." These are just a few of the remarks made by adults taking high school work in the Arsenal Technical Evening School. The public schools, being organized for the sole purpose of education, should extend their services to adults as well as children and youth whenever and wherever there is a need. Is there any valid reason why our schools could not operate 24 hours a day

THE EFFECTIVE SCHOOL BOARD MEMBER*

MRS. FRED A. RADKE

Past President, Washington State School Directors' Assn.

The following fourteen points are a composite of a recent poll among laymen, school administrators, teachers, and board members in the state of Washington:

1. The effective school board member has affection for, and interest in, children—all children, everybody's children, coupled with a strong belief in democracy and in the importance of free public education.
2. The effective school board member has vision and courage and enthusiasm.
3. The effective school board member has time to devote unstintingly to his job as a school director.
4. The effective school board member must be able to listen to all sides of a question and make decisions free from emotions and prejudices.
5. The effective school board member is friendly, likes people, and is able to appreciate the points of all segments of society.
6. The effective school board member should have interest enough in public schools to become thoroughly informed concerning the school program and school support.
7. The effective school board member possesses the ability to work as a member of a team with other board members.
8. The effective school board member is free from undue pressure from any group—has no "ax to grind."
9. The effective school board member is a respected leader in his community.
10. The effective school board member is a person with ability and common sense.
11. The effective school board member distinguishes between policy making and administration and refrains from attempting to function in the area of policy execution.
12. The effective school board member has complete integrity.
13. The effective school board member recognizes the importance of good public relations.
14. The effective school board member is willing and able to take criticism.

* Basis of a paper read before the National School Boards Association Convention, St. Louis, Mo., Feb. 24-26, 1955.

for 12 months a year? After all, are schools built as monuments to education or are they meant to be tools for education?

Let's see how adults benefit from their belated education. All the adults upon completion of their elementary or high school work, a technical or vocational course, experience a great personal satisfaction from their achievement. Many find that a better education boosts their morale and increases their self-respect, as in the case of Miss Mildred M., who has worked for a number of years in a large office. She said when she received her high school diploma: "When I come back next year to take some additional courses I won't have to carry my books to my locker in the office in a paper bag. I'll carry them out in the open." Or the grandmother who said: "I no longer need to feel inferior around my children."

A Monetary Return

For some of the adults there is a monetary return for completing their education. Mr. Orvil P. received a substantial raise in salary starting the week after he completed high school. Another young man was given a five cent an hour increase

just for enrolling in evening classes. Eight of this year's evening school graduates plan to enroll in regular college classes in the fall and others indicate they intend to take some technical training which they had not been able to do without a diploma. Mr. C., who could read "hardly none" is now reading at a third-grade level and has a new job at \$12 a week more than he was making before. Education has "paid off" for all the adults in the evening school classes in satisfaction of achievement, greater self-respect, better morale, social acceptance, higher standards of living and the prospect of a brighter future. Not only have the individuals benefited but also the community and the nation.

As we consider the large number of persons who have dropped out of our schools and the low level of educational achievement of our citizens, keeping in mind the need for an educated populace in a democratic society and the demand for better trained workmen in our technological age, we are inclined to agree with W. H. Auden when he said: "Unless an individual is free to obtain the fullest education with which his society can provide him, he is being injured by society."

Demand for Teachers in the United States

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Valuable information can frequently be obtained through secondary research where important primary data are routinely collected through existing agencies. Dr. Ray C. Maul, Assistant Research Director of the NEA,¹ has for years provided invaluable data concerning the supply and demand of various kinds of teachers. The author has frequently found himself calculating individual ratios between supply and demand figures obtained from Maul's studies in counseling teacher candidates concerning the demand in their particular fields of endeavor. Table 1 presents a five-year study of such ratios for the country at large as represented by Dr. Maul's data.

The work consisted of developing an index of demand by dividing "number of new teachers employed" by "number of new regularly qualified teachers graduated." Dr. Maul, after a number of years of experience, has found these two aspects of teacher supply to be the most pertinent measurable quantities available.

The "number of new teachers employed" is provided to Dr. Maul by the teacher certification agencies of the states which co-operate with his study. It includes all teachers new to a given state in a given year, regardless of whether they were new graduates or came from another state.

The number of new teachers graduated is a well-established measure of new supply which is furnished annually by the institutions for teacher education. The resulting indexes for 21 teaching groups over a five-year period occur in Table 1 for the United States.

Limitations of Study

As in most researches, certain definite

¹Maul, Ray C., *Teacher Supply and Demand in the United States* (Washington, D. C.: National Education Association, 1951), p. 36; *Teacher Supply and Demand in the United States* (Washington, D. C.: National Education Association, 1952), p. 40; "The 1953 Teacher Supply and Demand Report," *Journal of Teacher Education*, IV: 3-45, Mar., 1953; "The 1954 Teacher Supply and Demand Report," *Journal of Teacher Education*, V: 3-52, Mar., 1954; "The 1955 Teacher Supply and Demand Report," *Journal of Teacher Education*, VI: 1, Mar., 1955.

limitations appear. Dr. Maul's study gives both supply and demand in terms of the teachers' major fields. In fields like library science and journalism, where much of the teaching service is rendered by individuals who have only minor preparation in their field, this method does not produce an altogether reliable index.

Another limitation is the omission of numerous fields of teaching service where numbers are relatively small, such as teachers of certain vocational subjects and teachers for various types of exceptional children.

A third limitation is the fact that the indexes represent past data, whereas guidance values would be greatly enhanced by a reliable index of future demand.

Observable Trends

The general increase of indexes for all teaching fields in the country at large is an inescapable observation. This is entirely consistent with a steady decline since 1950 in the number of new teachers prepared annually and the vast increases in school enrollment. Table I, Item 10, shows, for instance, that the combined index of

all high school teaching fields has risen from 49 to 88 points during a five-year period.

Another interesting observation results from identifying the teaching fields with the greatest indexes of demand. Considering the country at large, the greatest demand appears in the fields of physics, general science, journalism, elementary education, chemistry, mathematics, and home economics.

Value of the Indexes

The indexes reported have been found helpful in counseling students of education who ask, "Which teaching field should I enter?" Often a student may combine a field of low demand with one of high demand to provide a very successful teaching combination.

It is believed that by focusing upon the greatest needs for teachers, the effect of such guidance may in the long run relieve the teacher shortage at its most crucial points by guiding interested young people into areas where they are most likely to find a demand for their services.

It is believed that studies of this type may also be valuable in pointing to the most crucial areas for expanding teacher-education facilities in the face of an increasing nationwide shortage of teachers. Similar studies can readily be compiled for the 29 states which regularly co-operate with Dr. Maul's studies.

TABLE 1. Indexes of Demand by Teaching Fields for the United States*

Demand Index	Field	Year				
		1949-50	1950-51	1951-52	1952-53	1953-54
1	Library Science	170**	205	144	209	298
2	Elementary Total	134	129	180	198	187
3	Physics	36	71	83	110	172
4	Mathematics	72	83	92	129	156
5	General Science	80	109	126	172	156
6	English	67	94	95	113	128
7	Chemistry	32	42	50	66	98
8	Journalism***	71	67	122	43	98
9	Commerce	63	67	68	75	90
10	High School Total	49	61	62	75	88
11	Home Economics	68	79	73	85	87
12	Industrial Arts	44	51	60	71	83
13	Physical Education — Women's	53	65	59	59	77
14	Music	70	65	61	64	73
15	Foreign Language	34	46	47	58	72
16	Social Science	37	48	48	60	65
17	Agriculture	46	51	61	62	62
18	Art	47	36	38	54	60
19	Biology	32	45	37	47	60
20	Physical Education — Men's	25	36	36	43	49
21	Speech	31	36	32	44	42

* Abstracted from Annual Teacher Supply and Demand Report by Ray C. Maul.

** Indexes are expressed as percent that demand is of supply.

*** Low frequency makes index unreliable.

Budget Preparation and Administration

The building principal, referring to his current budget copy, meets with his department heads and gives them budget request forms upon which they indicate their expected needs. These forms correspond in numbering to the state approved budget classifications. The department head and his department members meet and, by ref-

erence to a budgetary reminder list maintained during the year, proceed to specify the items needed by the department for the next academic year. This request will be submitted to the principal in the following manner:

Sequoia Union High School District 1955-56 Budget Information			
2c1-4	Biology and Physiology	Sequoia	
Budget Item	Classification	School	
Amount	Item	Unit Cost	Extension
30	Doubly in- jected rats	\$1.50	\$45.00
30	Triply in- jected cats	5.00	150.00

When the principal has collected these request sheets from his department chairmen, he places them in a large ring binder. Having proceeded in like manner with every activity within his school, the principal has now before him an outline of the goods and/or services required for the ensuing year. In case of question on any specific item, he can ask for a backing notation of justification which he can file immediately behind the specific budgetary item. Thus should questions arise as to why "30 injected cats" are requested, the backing note will indicate that 120 students are enrolled in biology and that one cat is required for every four students.

While this process is being carried out, the business manager prepares his budget control sheets.

Budget Control Sheets

These sheets have been developed out of the experience of several years and have proved to be quite functional. As the work of budget preparation goes forward, these sheets provide a detailed record of all additions or deletions effected and shows what authority is responsible for such changes.

The first column of the budget control sheets establishes the budget format. This column reflects the budget classifications established by the California Accounting Manual. In other states, this column would conform to the accounting procedures established there.

The second column, "District Functions," provides space in which to indicate the allocation of all funds to be charged against the total school system's operation as distinguished from charges for which each component school within the district is responsible. The business manager completes this column in his capacity as district fiscal officer.

The business manager also completes columns 6 and 7. These columns indicate the actual amount of monies expended in each budget classification during the previous school year and the funds budgeted for the current year's operation. These columns serve as guides in the evaluation of budgetary requests submitted for the ensuing year.

The data for columns 3, 4, 5 are inserted by the business manager upon receipt of the building principals' tentative budgets. The figures for column 8 are merely the summation of the district and individual school budgetary requests as submitted in the first tentative budget proposal.

When this data has been compiled, the business manager is in position to compare the budgetary requests as submitted by the principals and their department heads with his estimate of anticipated income for the ensuing year. The business manager can calculate the school tax required to meet the proposed budget, or if there exists a statutory tax limitation, what reduction must be effected in order to keep within the funds available under such tax limitation. The business manager returns the tentative budgets to the building principals, with such notations as he deems necessary, by the scheduled date of February 1.

The Budget Review

Beginning with the scheduled date of February 15, the business manager and principals confer to review the budget as tentatively developed by the principals and their department heads. All changes are recorded on the control sheet and responsibility for such changes is automatically fixed.

By March 15, the principals and business manager have completed their budget review. The budget is then transmitted to the superintendent for his review. Again, the control sheets will automatically show any changes made by the superintendent. Following his review, the superintendent transmits his budget proposal to the board of trustees for their study. All changes to their first tentative budget, as submitted by the principals and department heads, have been recorded not only on the control sheets but also in each school budget book. These books serve as backing and explanation for every amount shown on the control sheets. By the use of plastic tab guides, the backing data contained in each backing book is easily located. Items that have been deleted will have been red-lined and initialed by the authority having made the deletion. Likewise, all additions will have been written in, priced and extended, and initialed by the authority responsible for the addition.

The first review of the budget is completed by the board of trustees by May 15. By July 1, the second review is completed and adopted as the tentative budget for the ensuing year.

Final Adoption

Upon final adoption, the building principals and business manager have at their finger tips, in the form of the school budget books and control sheets, a complete record of all approved and authorized expenditures for the new school year. Only in the event of fund transfers or allocations

from the undistributed reserve (generally for unforeseen requirements, e.g., unexpected enrollment increases requiring additional goods and/or services, breakdowns or losses of physical properties such as a fire loss, boiler tube burnout, destruction of a school bus through traffic accident, etc.), will it be necessary to obtain special approval of the board of trustees for financial outlay.

Since the very purpose of the budget is to realistically outline the fiscal program for the year, the budget, if properly prepared, is neither padded nor skeletonized. Departments can proceed with requisitioning at once. The building principal and business manager can approve requisitions routinely by simply referring to their budget books and control sheets. If the item requisitioned appears, the request can be immediately approved. If the item does not appear, then special study and approval are indicated as required inasmuch as funds for the unlisted item will have to be supplied from the undistributed reserve. Misunderstandings of what was intended to be supplied as a part of the school program are eliminated because there exists a written record of all goods and/or services approved. As items provided for in the budget are secured, marginal notes can be made in the budget books that can be, if necessary, cross-checked against requisition and purchase orders.

The system of budget preparation described herein is simple, systematic, easily adjusted to particular requirements, and time saving both in preparation and administration. It becomes a working tool that is easily understood by all who participate in budget making and administration. The system grows from the ground up rather than arising from a mysterious assemblage of figures passed down. It involves all personnel to a greater or lesser degree and because it does results in a more effective total operation.

A Concluding Note

This article has attempted to describe the step by step details of a system of budget preparation and administration that has proved effective for a rapidly growing secondary school district. The details of requisitioning, purchase orders, and accounting implementing this system have been described and graphically outlined in an article written by S. S. Mayo, assistant superintendent of the Sequoia Union High School District, and published in the March, 1955, issue of the SCHOOL BOARD JOURNAL. If taken together, these two articles provide a detailed outline of a system of budget preparation, administration, and accounting that has developed out of study and examination of many budget and accounting procedures, auditors' suggestions, and operational experience. In the writer's school district, the system has proved itself to be a helpful, functional, and time saving procedure.

In an age of greatly expanded school transportation programs, this three part summary of recent decisions involving school bus accidents offers an idea of necessary care in transporting pupils.

Care, Injury, and Tort Liability in Pupil Transportation¹

HAROLD H. PUNKE

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PART I

During the past dozen years there has been considerable expansion in school programs whereby pupils are transported to and from school at public expense, and courts have often been asked to pass judgment on the care exercised in transporting pupils as well as on circumstances under which there might be liability for injury through the transportation program.

1. Care and negligence in transportation situations

Several recent cases have concerned bus-driver negligence as a cause of pupil injury. While statutes and courts may attempt to define the degree of care expected of school bus drivers, as by comparing it with the care for passengers expected of common carriers, the variation among transportation situations in which pupils may be injured leaves general principals concerning negligence more hazy than such principles are in some fields of school operation. Individual cases on negligence are therefore reviewed in some detail.

a) Negligence as pupils get on school buses

A few recent cases have involved injury as buses stop and load pupils. In the *Weems* case² an 8-year-old boy was injured as a bus entered the school grounds for loading. On earlier occasions boys had swung on the bus as it entered the grounds and rode to its stopping point. The driver saw the *Weems* boy—who was 5 or 6 feet in the clear as the front of the bus passed him. The driver's vision was then obscured, and

he could not see children mount the bus at its rear. He testified that children caught on the bus every afternoon, that he knew they got on, that he never stopped the bus because of their catching on, that they had no business catching on, and that it was all right if they hung on or if they did not. He added that he "didn't know they were on it" on the particular occasion at bar, and that he cautioned children not to catch on and that they never had his permission to do so. The court said that an 8-year-old child could not be charged with contributory negligence, particularly in the absence of unusual knowledge of the danger involved, that a driver who was acquainted with the habits of boys "was under duty to exercise reasonable care to avoid injury," that the situation suggested warning of the children—"unless warning had proved useless," but that it could not be said as a matter of law that the driver was under duty to assume control over children who are on the school ground awaiting transportation. The issue of negligence was for the jury, and it found no driver negligence.

*Elnora Cobble*³ was standing with other children near the edge of a paved road at the accustomed place waiting for the school bus to take her home. As the approaching bus reached a point about 30 feet away from the door, which the driver operated with a lever, swung open and hung over the shoulder of the road as the bus came to the place where the children were standing. However the bus did not stop exactly at the accustomed place but went slightly beyond that point and swung sharply to the left to avoid hitting the children. Testimony conflicted as to whether *Elnora* fell or was struck by the bus, but she was found under it and a rear wheel rolled against or upon her abdomen. She suffered three fractures which necessitated long convalescence. The jury found the driver negligent, and in upholding this verdict the Court of Appeals said: "If the door had been shut or if the bus had stopped at the

accustomed place the injury would not have occurred."

A 14-year-old boy was killed in *Seattle*⁴ when he fell or was run onto in such a way that the bus stopped with a front wheel resting part way on his chest. On the morning of the accident some 20 or 30 pupils had gathered at the "bus loading zone" marked on the street curb. However the bus ran past this zone and turned up a side street. Children followed the bus, some of them running along close to the front wheel. When the wheel was upon the boy the driver did not want to put it in reverse gear because it might roll slightly forward before moving backward, and if so, it might roll entirely over the boy. After considerable time the bus was backed off the boy. The driver had formerly varied between stopping at the loading zone and turning up the street, and children had a habit of following the bus when it turned up that street. The lower court had instructed the jury not to consider facts of negligence. But the state supreme court said that the habit mentioned was a dangerous one and that under the full evidence a jury might well have found the driver negligent in exercising the highest degree of care consistent with bus operation—and ordered a new trial. Although there was no definite ruling on negligence, the case shows one way in which pupils may be injured at bus loadings.

b) Negligence as pupils are riding on school buses

Developments as pupils ride on school buses may result in pupil injury, and question of driver negligence may arise. Thus a *Georgia*⁵ pupil suffered loss of sight in one eye because the branch of a tree projected through an open window of the bus on which she was riding. Pupils apparently opened bus windows during warm weather, but the injured pupil did not open any on the day concerned. At the point where the injury occurred the road was about 15

²*Weems v. Robbins* (Ala., Supreme Ct., 1942), 9 So. (2d) 882.

³*Taylor v. Cobble* (Ct. of Appeals, Tenn., 1945), 187 S.W. (2d.) 648, certiorari denied.

⁴*Webb v. City of Seattle* (Supreme Ct., Wash., 1945), 157 P. (2d.) 312.

⁵*Eason v. Crews* (Ct. of Appeals, 1953), 77 S.E. (2d.) 245.

feet wide, the bus was half this width and tree limbs projected over the pavement about 3 feet—but there was no other traffic on the road. The driver had been operating a bus over the route for 7 years, did not check before leaving school to see that windows were closed, and was traveling about 25 miles per hour when the accident occurred. Whether there was negligence as charged in driving with open windows, not turning to the left to avoid the branch, driving against the branch at a high speed thereby causing it to strike violently, failing to warn the pupils of danger, and not having protective devices on the windows—these were matters for the jury, and the jury found the driver negligent. The court said that permitting the bus to come in contact with the branch created a dangerous agency.

Paper Clip Injury

A 14-year-old girl riding a New York City school bus⁶ had the vision of one eye impaired as a result of being struck by a paper clip shot with a rubber band by another pupil on the bus. Boys had been shooting clips at the girls' legs while on the street before entering the bus. One girl was struck as she entered the bus and made an outcry, and rowdiness continued within the bus as it was in transit. One clip penetrated the page of magazine which the injured girl was reading, and then struck her in the right eye. On previous occasions there had been similar activities on the bus. The court said that in the exercise of ordinary care the driver knew, or should have known, of the general rowdiness and shooting of clips in the bus, and should have taken action to stop the rowdiness. There was no such warning or action. Regulations of the State Commissioner of Education made drivers liable for the care and supervision of pupils being transported. The bus operator was negligent at common law for failure to exercise ordinary care, and there was statutory negligence under the commissioner's regulations.

The Illini Coach Co.⁷ was engaged in various types of transportation, including the transportation of children to and from school under contract with a school district. A 6-year-old boy suffered a fracture of the cervical spine while riding on the bus. The bus was apparently moving along slowly after having picked up one or more pupils, and then suddenly lurched ahead—throwing a boy who had just entered against and on top of the 6-year-old. The court considered it unnecessary to determine whether the company was a private or public carrier—since in transporting school children it was in either case responsible for the highest degree of care consistent with practical operations. The driver was negligent.

⁶*Maley v. Children's Bus Service, Inc.* (Supreme Ct., 1952), 117 N. Y. S. (2d.) 888.

⁷*Van Cleave v. Illini Coach Co.* (Appellate Ct., 1951), 344 in. App. 127, 100 N.G. (2d.) 398 rehearing denied.

Opened Door

A case before one of the lower Pennsylvania courts⁸ involved injury to a 12-year-old girl who was acting as a "student patrol officer" on a bus bringing students to her school. The bus was filled with pupils and the girl was at her station by the door. She was charged with maintaining order on the bus, and with opening and closing the door at regular stops to pick up pupils. The bus door was operated by an electric button connected with a vacuum system which automatically opened or closed the door upon appropriate contact with the button. On the day of the accident the door suddenly opened as the bus made a sharp turn to the left. The girl fell out backwards, striking her head on the pavement and suffering severe injury. The law required that the door control be such that it could be operated only from the driver's seat, and the court said that the existing door arrangement was illegal. The driver was negligent.⁹

A similar case arose in Maryland¹⁰ although a procedural error prevented a clear decision on school board negligence. The county commissioners were liable for injuries caused by negligence in maintaining public roads, and the school board was liable for injuries resulting from negligent operation of school buses. No governmental immunity was claimed by either public agency. Nancy Parr, age 12 years, was killed as she fell out the back door of a school bus, when the door flew open as the bus hit a hole in a bumpy road. The commissioners had been notified in writing about the presence of dangerous holes in the road, and after such notice they filled or partially filled some of the holes. There was uncertainty as to size of the hole which caused the vital bump. The court interpreted the work of the commissioners in filling holes after notice as an honest effort to perform their duty—in exercising ordinary and reasonable care to prevent injuries due to hazardous roads. There was no commissioner negligence.

Emergency Door

A different situation prevailed regarding the school board. The statute required school buses to have an emergency door at or near the rear, "controlled by a safety device which in case of emergency may easily be operated independently of the driver and the device shall be protected against accidental or unauthorized release." Nancy was acting as a school patrol,

⁸*Sanovich v. Wray* (District Ct., 1946), 95, Pittsburgh Legal Journal 121.

⁹A case in another minor Pennsylvania jurisdiction involved injury to an 11-year-old boy, by another pupil, while riding on a district owned and operated bus. Suit was brought against the school district, and the court merely pointed out that in Pennsylvania, school districts were not liable in tort for the negligence of their employees. (*Stierly v. School District of Upper Providence Township* [1944], 60 Montg. Co. Law Reporter 334.)

¹⁰*State v. Board of County Commissioners* (Ct. of Appeals, 1955), 113 A. (2.) 398.

standing with her back to the door and her hands on seats in the bus. She may have leaned against the door. When it came open, she landed and rolled in the road behind the bus. The handle which closed the door did not lock it securely, was in an exposed position in the aisle between seats, and apparently a cardboard or coat-tail could knock it into the "open" position. There was no guard of any kind over the handle. Two students on the bus were within reach of the handle. Neither of them saw anybody release it. The door must have opened accidentally, reasoned the court. The mere violation of the statute—in failing to have the safety device protected against accidental release, said the court, will not support action for damages. But, if the violation is a proximate cause of injury, it supports such action—added the court. If the door opened because the bus struck the hole, that was an accidental release against which the statute said there shall be protection—observed the court. The court said one could infer from the evidence that the accident was within the control of the board, and that the case should go to a jury—which it did not do at the initial trial.

Bumpy Road

A further type of situation, in which a child may be injured while riding on a school bus, is shown by a somewhat inconclusive Georgia Case.¹¹ A 9-year-old boy was sitting on a small box by a door on the left side of the bus. As the bus lurched over a rough stretch of unpaved road, the door came open and the boy fell out in such a way that a rear wheel ran over him. He suffered injuries from which he died. The bus was a public carrier, and plaintiff alleged that there was negligence in operating a bus on which the door did not stay latched on bumpy roads, and alleged that the case was governed by a statute concerning railroads to the effect that the occurrence of an accident was itself prima facie evidence of negligent operation. The bus operator introduced evidence to show that the bus was safe—the latch not defective, and that he was operating properly when the accident occurred. The operator testified that at about the time he hit the bump he boy got up and moved, but he did not see the boy go out the door. He thought the boy might have grabbed the latch on the door. The appellate tribunal said that the trial court prejudiced the jury by instructing it that evidence of injury was prima facie evidence of negligence, whereas such evidence holds only until the accused rebuts with evidence that there was no negligence. From that point, said the Court of Appeals, the matter is a question for an unprejudiced jury. Hence a new trial was in order.

¹¹*McVeigh v. Harrison* (Ct. of Appeals, 1942), 22 S.E. (2nd.) 752 also *Harrison v. McVeigh* (1939), 60 Ga. App. 5 S.E., (2nd) 76.

(To be continued)

A plan for comparing the salaries of janitors with the salaries of other school service personnel in various size cities . . .

A Comparison of Janitorial to Other School Administrative Salaries

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A question often arises in public school administration — what is a reasonable comparison between janitorial salaries and those of either the superintendent of buildings and grounds, business manager, or superintendent of schools in the various size cities?

It is the purpose of this article to attempt to answer this question and to show

relative salary ratios and proportions, so that the comparisons can be made either from the superintendent down or the janitor upward, depending on the particular situation as shown by Table No. 1 and Chart No. 1. If any one of the annual median salaries of any of the four positions is known, either superintendent, business manager, superintendent of build-

ings and grounds, or janitor, then the fair average of the other three positions can be determined.

Table No. 1 shows all the basic data for the various size city groups from that below 5000 population (Group No. VI) to that of the largest cities (Group No. I). Median salaries for all four positions in all six group sizes of cities are shown as well

SCHOOL PERSONNEL DATA TABLE* No. 1
 for
 Representative School Cities in U. S. A.

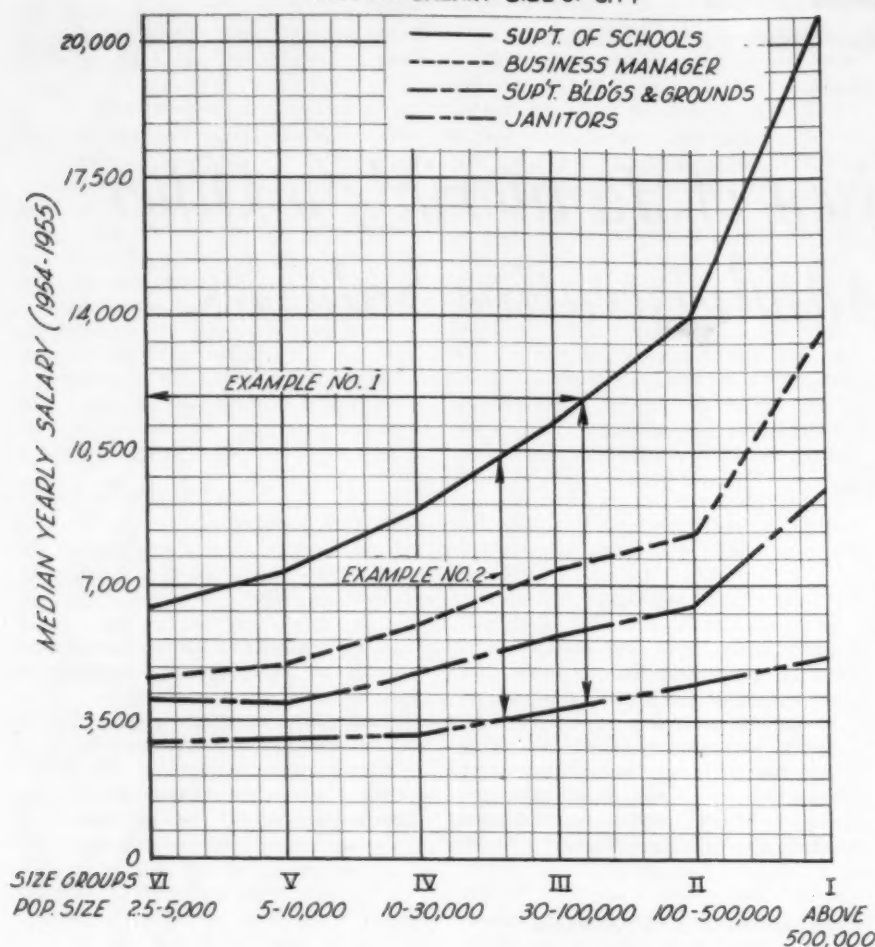
Item No.	City Data				School Personnel Data												Percentages					
	No. of Cases in Report- ing	Size in Thou- sands	Group No.		Supt. of Schools			Business Manager			Supt. of Buildings and Grounds			Janitors			(1)	(2)	(3)	(4)	(5)	(6)
					Cities Using No.	(a) Median Salary		Cities Using No.	(b) Median Salary		Cities No.	(c) Median Salary		Cities Using No.	(d) Median Salary		(b)	(c)	(c)	(d)	(d)	(d)
																	(a)	(b)	(a)	(c)	(b)	(a)
1.	440	2, 5-5	VI		435	100.0	\$6,623	12	2.7	\$4,750	25	6.7	\$4,225	357	81.0	\$2,973	71.7	89.0	63.8	70.3	62.5	44.8
2.	726	5-10	V		732	100.5	7,557	67	9.2	5,136	135	18.6	4,192	624	86.0	3,044	67.8	81.5	55.3	72.7	59.3	40.3
3.	799	10-30	IV		795	99.5	9,033	175	21.9	6,028	377	47.2	4,832	745	93.5	3,238	66.7	80.0	53.5	67.0	53.6	35.8
4.	368	30-100	III		366	99.3	11,400	179	48.6	7,400	228	62.0	5,800	--	--	**4,060	65.0	78.3	50.8	70.0	54.6	35.6
5.	115	100-500	II		115	100.0	14,000	57	49.5	8,340	80	69.5	6,468	--	--	**4,528	59.5	77.8	46.3	70.0	54.3	32.4
6.	18	Over 500	I		18	100.0	20,750	8	44.5	13,889	9	50.0	9,787	--	--	**5,360	67.0	70.5	47.2	65.0	38.7	25.9
Total	2,466	--	--		2,461			498			854											
Average						99.6	\$8,821		20.1	\$6,761		34.6	\$5,177			**\$3,585	x76.7	76.6	58.6	68.2	63.0	40.7

* Data secured from N. E. A., Research Bulletin, Vol. XXXIII - No. 2 - April, 1955
 "Salaries and Salary Schedules of Urban School Employees -- 1954-55"
 Tables No. 2, 3, 4, 5, 6, 7, & 8, referred to by permission of the Research
 Division of the National Education Association.

** Estimated
 x Business Managers' average percentage
 high due to small number compared to
 total number of superintendents.

This school personnel data table illustrates a ratio of salaries between the superintendent of school, business manager, superintendent of buildings and grounds, and janitors in various size cities.

RATIO CHART FOR SCHOOL EMPLOYEES
MEDIAN SALARY-SIZE OF CITY



Using examples from the article, this ratio chart demonstrates the salaries paid administrative personnel in various sized cities.

as representative percentages between the various positions. Totals and averages are also shown to give the greatest comparison possible. All data was available for all four positions (see reference) except for janitorial salaries for Groups I, II, and III, but these were estimated based on the average percentage of janitorial salaries in Groups IV, V, and VI, as shown on Chart No. 1 and on the author's experience with larger city janitorial salary scales.

Chart No. 1 shows in chart form the direct relationship between the median salary and the size of city for each city group from Group VI to Group I. (The same group designations are shown here as are shown in the N.E.A. Research Bulletin, Vol. XXXIII—No. 2, reference for comparative purposes.) The four curves shown give a graphic representation of the median salaries shown in Table 1, which also indicate the comparative percentages of one position as compared to another.

It would be impossible to show all pos-

sible variations that might occur in the median salaries between the various size cities, but enough data is here presented to make reasonable comparisons for any particular size city.

Here is a typical example. Suppose a city of 150,000 population (Group II) is now paying its superintendent \$12,000 per year and wants to know what it should be paying its business manager, superintendent of buildings and grounds, and janitor. By consulting Chart No. 1 (see Example 1) and projecting the point where \$12,000 strikes the "superintendents salary" curve and projecting that point downward this would show for a city of this average size that the business manager should receive a salary of about \$7,500, the superintendent of buildings and grounds \$5,950 and the mean average salary of the janitorial staff would be about \$4,000. Compared to Table No. 1, these figures would all be below the average for cities of Group II, but would be set up on a propor-

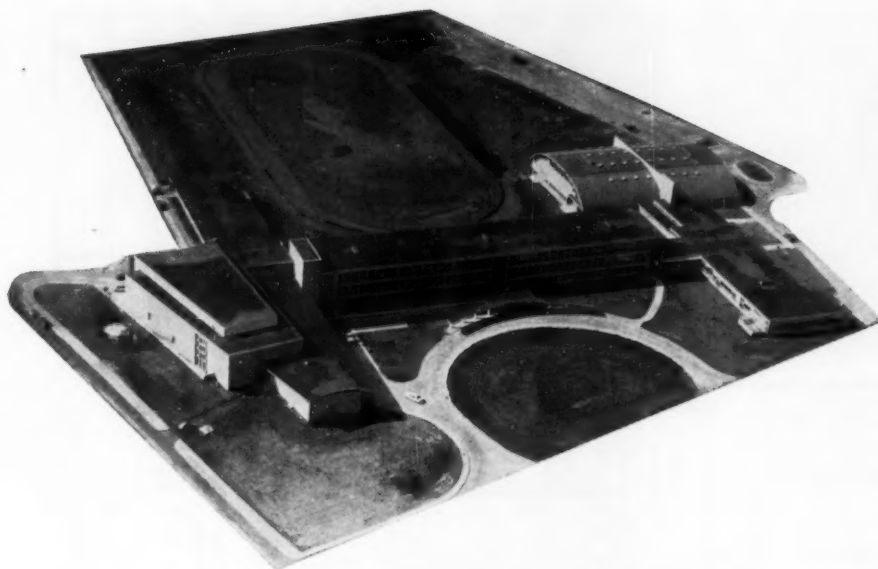
tional basis. Some slight discrepancy will appear from using Chart No. 1 compared to using Table No. 1 but this will give a reasonable fair comparison for a first check. Computation by Table No. 1 percentages will give the most accurate comparison, if that is desired.

On a different basis, suppose a Class IV city decided to revise their average janitorial median salary to \$3,600, then what would be the average salary that it should pay the other three school service administrators? By using Chart No. 1 (see Example II) find the point where the janitorial curve strikes \$3,600 and project this point vertically to the other three curves which would show that on an average, this class city that plans to pay an annual average janitorial mean salary of \$3,600 should pay its superintendent of buildings and grounds about \$5,400, its business manager \$6,700, and its superintendent of schools \$10,300 per year.

If it is easier for an individual to think in percentages, then Table No. 1 should be used for this purpose. If any one of the four annual median salaries has been determined, then the other three can be calculated from the percentage columns in Table No. 1. For instance, if a city in Group III (30,000 to 100,000 population) decided to raise the superintendent's salary from the average of \$11,400 to \$13,000, what salaries should it set up for the other three positions? By consulting the first percentage column, the business manager's salary should be 65 per cent of \$13,000 or \$8,450, while column three under percentages shows that the salary of the superintendent of buildings and grounds should be 50.8 per cent of \$13,000 or \$6,604, while the average janitorial median salary from column 6 under percentages would be 35.6 per cent or \$4,628.

Table No. 1 and Chart No. 1 should only be used as comparative instruments in arriving at local salary levels, because there are many variations encountered in different school communities not only between different group sizes but in any particular group. The averages shown in Table No. 1 for 2466 cities reporting show that only 20.1 per cent report use of a business manager and 34.6 per cent use a superintendent of buildings and grounds. The returns of these 2466 cities were only 65 per cent of the total number who were contacted that might cause considerable variance in the figures and percentages here shown.

It is hoped that this article can assist school boards and school administrators in arriving at reasonable fair practices in setting up salary comparisons between the superintendent of buildings and grounds and the janitorial staff. Judgment, horse sense, and variations in local conditions must also be considered to arrive at the final salary comparisons for any group city in its own particular environment.



*An aerial view of the Chambersburg Area Senior High School,
Chambersburg, Pa.*

J. FRANK FAUST, Ph.D.

District Superintendent, Chambersburg School District
Chambersburg, Pa.

**A magnificent monument to
the co-operative planning of
six individual school boards is
this complete high school . . .**

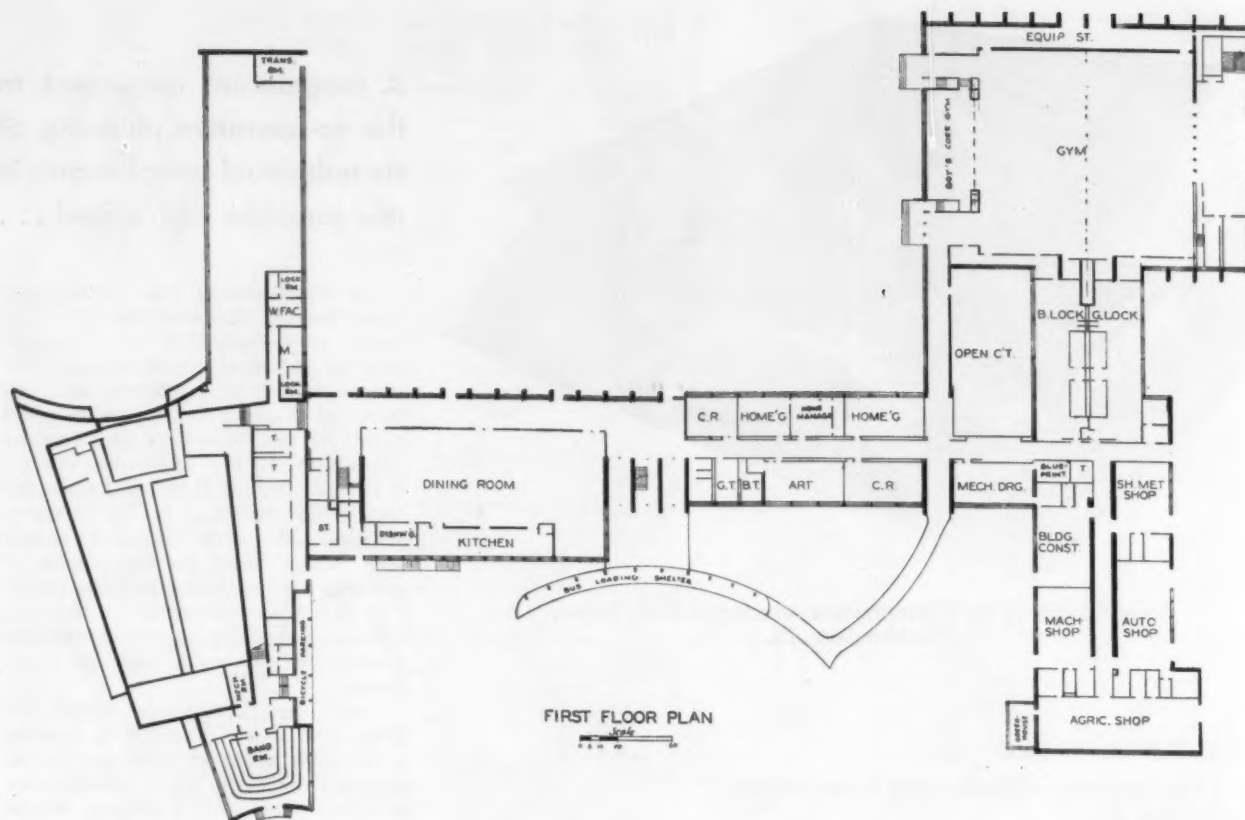
The Chambersburg Area Senior High School building, dedicated March 29, 1955, stands as a monument to co-operative planning and effort. On March 12, 1951, after a number of preliminary meetings, the board of school directors of the school district of the Borough of Chambersburg joined with the five surrounding districts of Greene, Guilford, Hamilton, Lurgen, and Letterkenny townships in the formation and organization of the Chambersburg Area Joint School Board for the purpose of operating a school system including Grades 7 to 12 and of constructing an additional high school building to provide adequate facilities for the newly organized school system.

Under the Pennsylvania school law, school districts are permitted to establish co-operatives known as "jointures" for the purpose of providing larger administrative units and more effective offerings for the

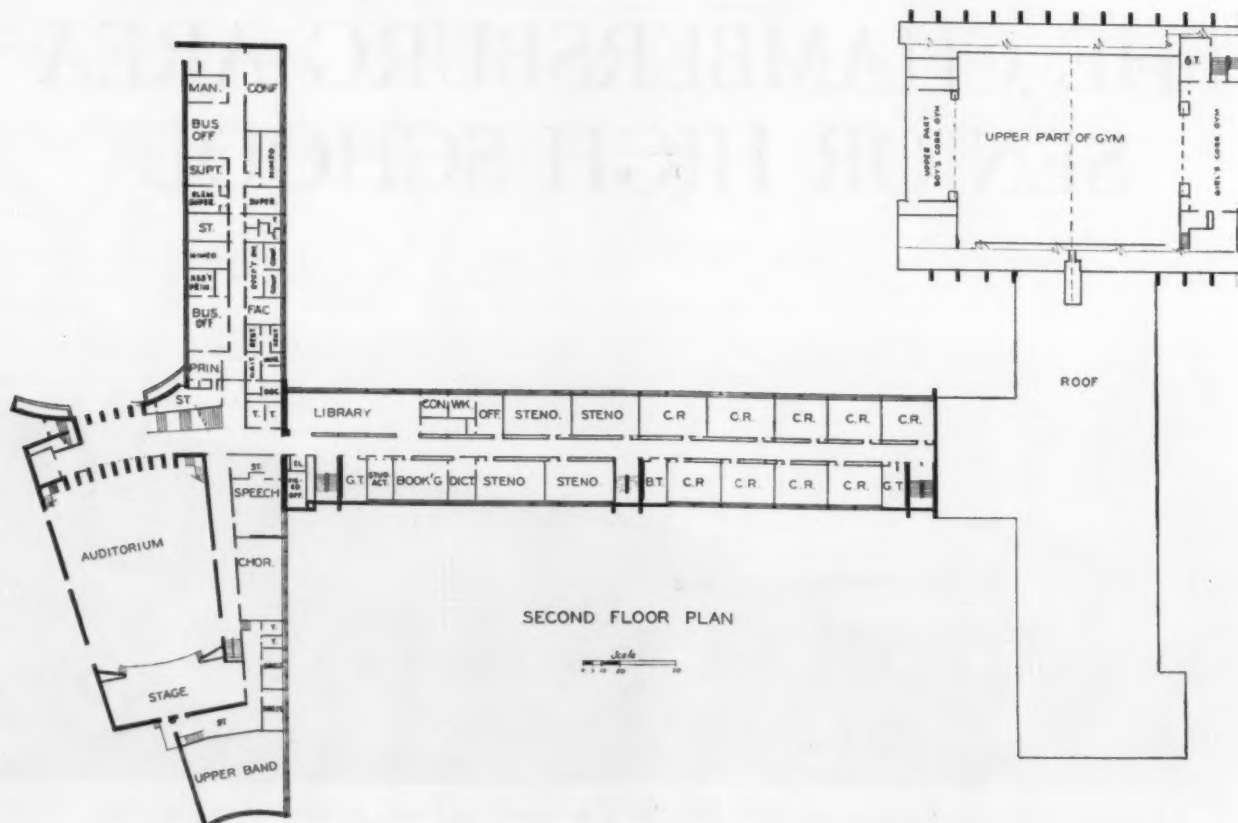
THE CHAMBERSBURG AREA SENIOR HIGH SCHOOL



A front view of the Chambersburg Area Senior High School — Lawrie and Green, Architects, Harrisburg, Pa.



Plans of the first (above) and second (below) floors of the Chambersburg Senior High School





The Chambersburg Area Joint School Board, made up of six district school boards and including 36 individual school directors

children within their respective jurisdictions. The Chambersburg Area Joint School Board is made up of six district school boards and includes 36 individual school directors. The Joint Board, by agreement, has only two stated meetings a year. A committee of 10 members conducts the routine business of the Joint Board in meetings held regularly once a month.

After much investigation and discussion in a number of meetings, it was finally decided that a new senior high school building for approximately 1200 pupils would best meet the needs of the community. Accordingly, the architectural firm of Lawrie and Green of Harrisburg, Pa., was employed in May of 1951. Preliminary plans were approved by the Joint Board on December 10, 1951, and final plans and specifications were approved December 8, 1952.

For the financing of the building, a local School Authority (permitted under Pennsylvania school laws) was authorized by the Joint Board, April 17, 1952. This body known as the Chambersburg Area Joint Authority, after bids had been taken and the building contract had been awarded April 24, 1953, floated a bond issue of

\$3,265,000, the returns of which were to be used to erect the new building.

Ground was broken on May 13, 1953, and construction on the 19.5 acre site located in the borough of Chambersburg got under way. The completed building was first occupied by the senior high school on March 15, 1955, seven and a half months after the original date set for completion.

Careful Planning

Much careful thought went into the planning of the building. Numerous conferences including board members, administrators, teaching staff, architects, the Department of Public Instruction, and other interested groups, were held in an attempt to construct a building which would be functional, adaptable, and economical in original cost and operation. The criteria used as a guide for planning the building were those suggested in *American School Buildings*, The Twenty-seventh Yearbook of the American Association of School Administrators, which are (a) curriculum adequacy, (b) safety and well-being, (c) interfunctional co-ordination, (d) efficiency

and utility, (e) beauty, (f) adaptability, and (g) economy.

The over-all plan of the H-shaped building includes a classroom wing, a gymnasium wing, a shop wing, and an administrative wing.

The Classroom Wing

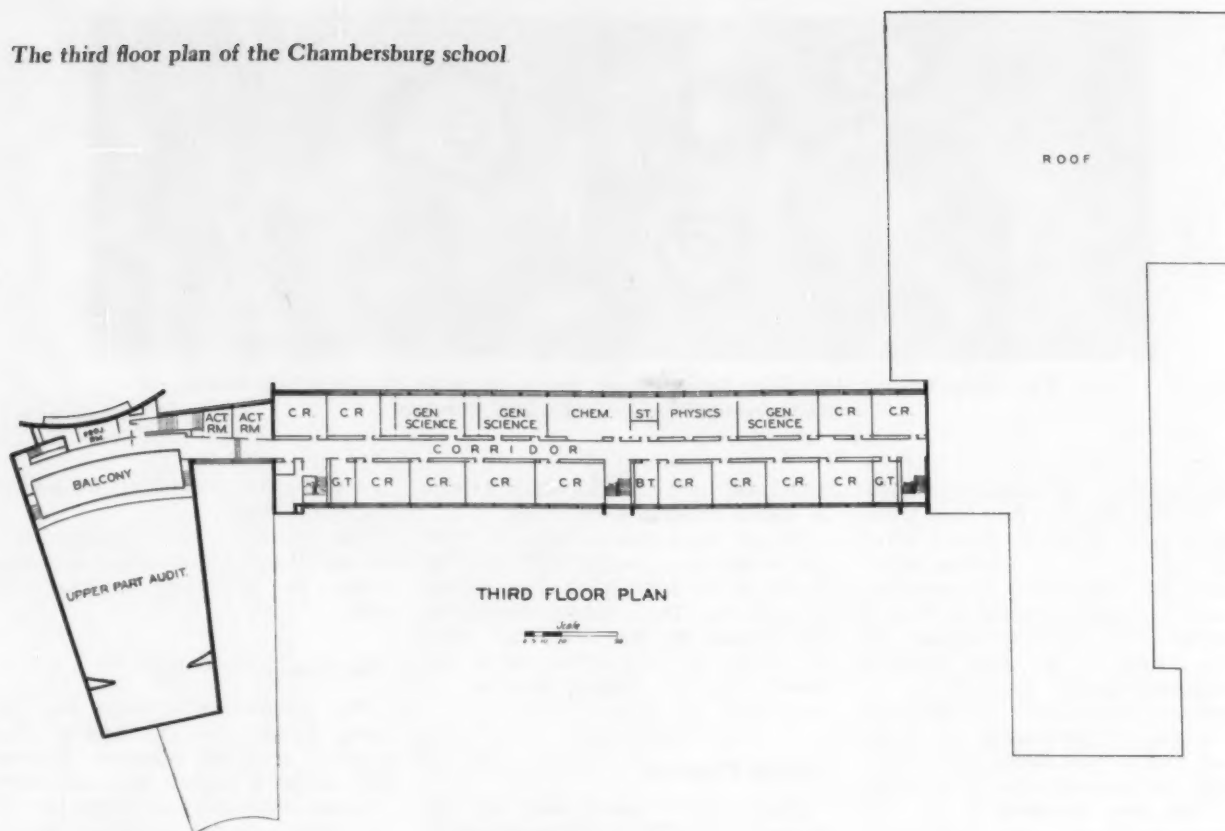
The classroom wing, which has three floors, includes 18 standard-sized classrooms; 6 over-sized classrooms; 5 science laboratories; 6 business education rooms; 3 vocation homemaking rooms; an arts and crafts room; a mechanical drawing room; a cafeteria to seat 500 with kitchen, dishwashing room, a large pantry, and walk-in refrigerators; a faculty dining room; 2 visual education rooms; 3 student activity rooms; and adequate toilet and storage space. Included also in the classroom wing is the library suite with the main library to accommodate approximately 100 pupils, a conference library, a magazine room, a workroom, and a supervising librarian's office.

The auditorium with a seating capacity of 1484, of course, is the dominating part of that wing. It is entered through a



A southern, exterior view of the Chambersburg school, illustrating the elliptical shape of the gymnasium roof (right)

The third floor plan of the Chambersburg school



spacious lobby with terrazzo floor, beautifully paneled walls of natural oak, and doorways and columns of West Virginia stone ashler. The lobby is artistically lighted with indirect trough and cove lighting. This lobby entrance, because of the topography of the building site, is on the level of the middle floor of the classroom wing and is considered the main entrance to the building, leading to the administrative suites.

The auditorium itself has ceilings of two levels, of acoustical tile and plaster with openings for cove lighting. The upper part of the side walls is covered with corrugated asbestos paneling leading down to door-height wainscoting of natural finish oak paneling. The front wall finish around the stage itself is completely lighted and equipped. At the rear of the stage is a large room for storing stage properties.

Surrounding the auditorium are two dressing rooms with adjacent toilets. A wide corridor leads to a speech and dramatics room, a vocal music room, a band and orchestra room, a music library room, two individual practice rooms, and two storage rooms for instruments and uniforms. Stairs lead from the band room to the rear of the auditorium stage.

The Gymnasium

The main gymnasium on the ground floor is 124 feet in length by 118 feet in

width, giving a floor space of approximately 14,600 square feet. This large area can be divided into gymnasiums, each 118 feet by 62 feet, by means of a motorized folding partition. Flanking each end of the main gymnasium are corrective gymnasiums—one for girls and one for boys. The girls' corrective gymnasium is 72 feet by 29 feet (2088 square feet) while that of the boys is 60 feet by 28 (1680 square

feet). These two rooms may be separated from the main room by folding partitions.

Folding bleachers, fixed and rollaway types, provide seating for 2400.

Natural light reaches the gymnasium through plastic bubbles on the domed roof, and because of the domed roof construction plenty of storage space for equipment is available off the one side of the main gymnasium floor.



The lobby and recreation area outside the school cafeteria



Right: The Library suite is pictured, showing the main library area, the space for magazine storage, the conference room in the rear, the work room and supervisor's office. Below: One of the 18 standard-sized classrooms of the three floor classroom wing of the high school.

The gymnasium wing also includes separate locker and shower rooms for boys and girls, and a team room to accommodate approximately 100 boys with storage, cleaning, and drying rooms.

The shop wing on the ground floor contains five large rooms for sheet metal and welding, building trades, machine operation, auto mechanics, together with a blueprint room, a vocational director's office, and an agriculture shop with adjoining classroom and greenhouse. The shop rooms each have a planning area, a tool room, a wash area, and storage space.

The Administration Suite

The administrative suite, as shown in the accompanying floor plan, is adjacent to the main entrance to the building which leads to the auditorium lobby on the level of the middle floor of the classroom wing. The high school offices and pupil service rooms are easily accessible from the main entrance lobby and classroom section. Here are located a large public space with built-in counter and files and ample room for desks for three clerks; private offices for the principal and the assistant principal; a mimeograph room; a large room for books and supplies; a fireproof storage vault for records; a guidance room with a public space and separate private offices for boys' and girls' counselors; a teachers' work office; and a health suite for medical and dental examinations with dressing rooms, toilet, and an emergency rest room for pupils.

The general administrative area with a separate sun-parlor entrance occupies the end of the administrative wing adjacent to the high school office suite. This suite

contains a public office similar to that of the high school with space for desks for four clerks; private offices for the superintendent, business manager, administrative assistant, school psychologist, and supervisors; a fireproof record storage vault, a general storage room, a mimeograph room, a large board and staff room; and toilet facilities for both suites.

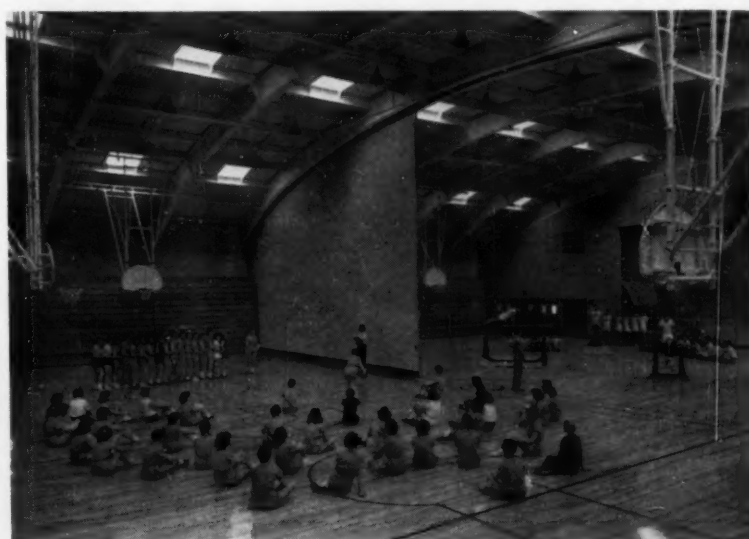
Special Features

The building has many special equipment and construction features, including the following:

1. Auditorium containing cove lighting, a complete stage installation providing



flexibility in lighting and stage effects, and including a 14-foot motorized motion picture screen.



The boys' and girls' gymnasium with motor driven folding partition



Above: The reception area of the spacious and complete administrative suite. Below: The private office in the administrative suite. Left: The private office in the administrative area of superintendent, Dr. J. Frank Faust.



2. Complete acoustical treatment in the auditorium and band room with acoustical tile ceiling in all classrooms.

3. Extensive use of natural finish oak paneling for decorative effects in various parts of the building.

4. Large gymnasium area containing boys' and girls' corrective gymnasiums, a playing court which can be divided by a power driven folding partition, and Universal folding bleachers to accommodate 2400 people.

5. Aside from the shops and gymnasium areas, all floors are covered with asphalt tile except those in the gymnasium and auditorium lobbies which are terrazzo.

6. All rooms have maximum window areas providing for effective natural lighting, and with the exception of those in the shop areas, gymnasium, and auditorium, are equipped with Fiberglas draperies of pastel tints with additional dark roll shades in the science rooms.

7. Regular and over-sized classrooms furnished with individual table and chair units of natural solid maple.

8. Auditorium seating fully upholstered with mohair backs and replaceable plastic seat coverings.

9. Gates providing for zone use of individual areas in building.

10. Complete panel outlets in the chemistry and physics laboratories providing for fractional and multiple voltages of alternating and direct current.

11. Television outlets in all classrooms.

12. Greenhouse for agricultural experimentation.

13. Individual electric outlets for typewriters in the two typewriting rooms.

14. Completely equipped photographic room.

15. Corridor lobby at cafeteria equipped to serve as a pupil activity center.

16. Elevator for handicapped pupils and freight.

17. Intercommunication system connecting all rooms in the building.

18. Dual heating system (natural gas convertible to oil).

19. Seven built-in trophy and display cases.

20. Trash chutes leading to basement incinerator.

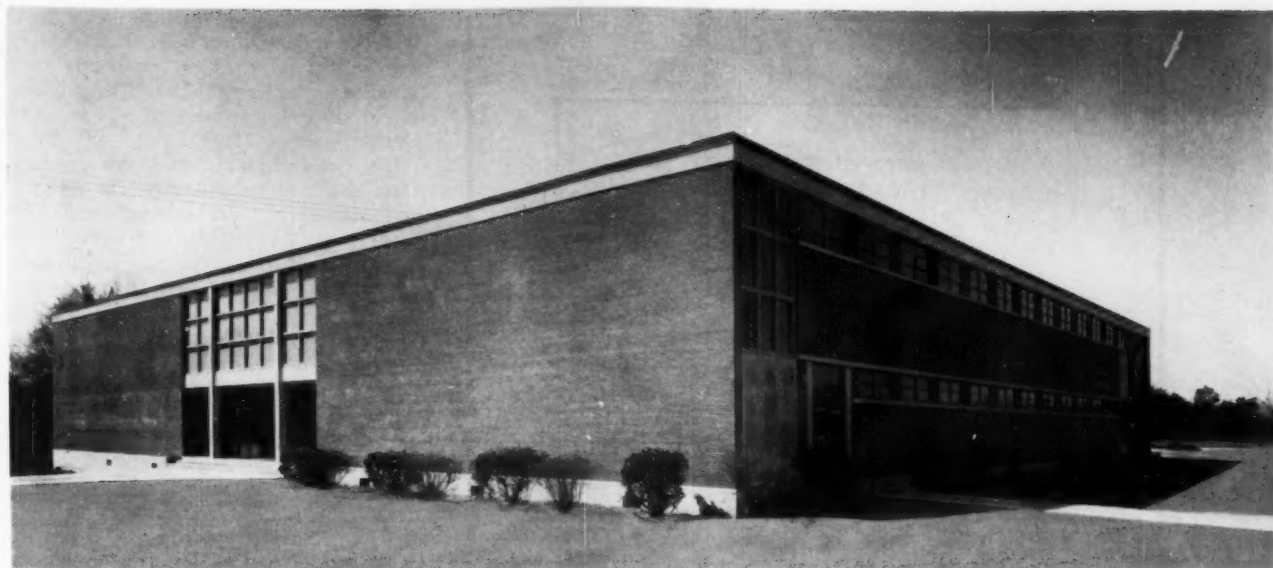
21. Slanted roofs on lockers in all locker rooms for sanitary reasons.

22. Sheltered loading and unloading platforms for pupils using buses.

23. Ground plans include a boys' athletic field equipped with floodlights, a girls' athletic field, tennis courts, quarter-mile track, landscaping, and parking for approximately 400 automobiles.

(Concluded on Page 97)

The auditorium (above) has a seating capacity of 1484, while the machine shop (left) is one of five vocational areas.



The Greensboro Senior High School Gymnasium, Greensboro, N. C. — McMinn, Norfleet & Wicker, Architects, Greensboro, N. C.

The Greensboro Senior High School Gymnasium

B. L. SMITH

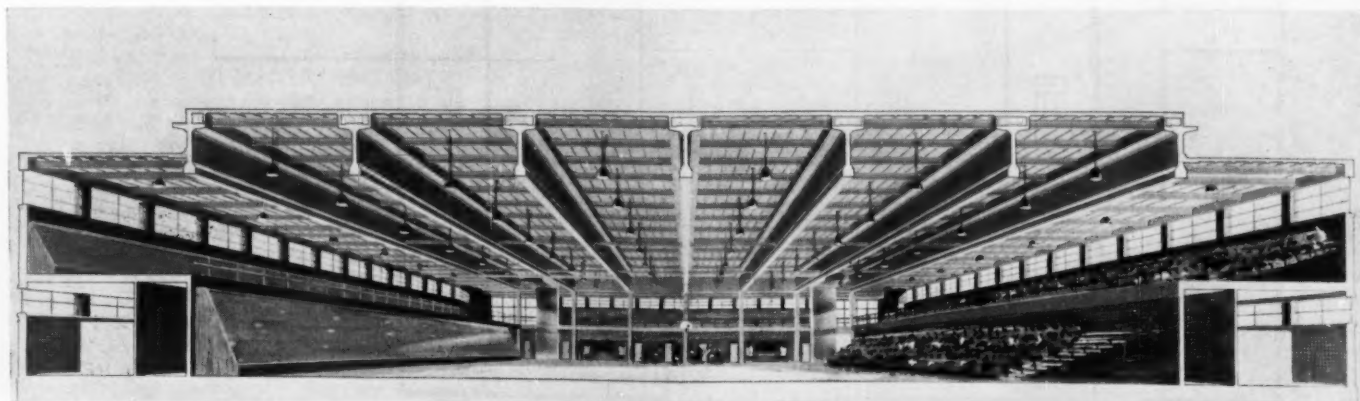
Superintendent of Schools
Greensboro, N. C.

A gymnasium with a structural system of pre-stressed, reinforced concrete construction meant savings for the Greensboro schools . . .

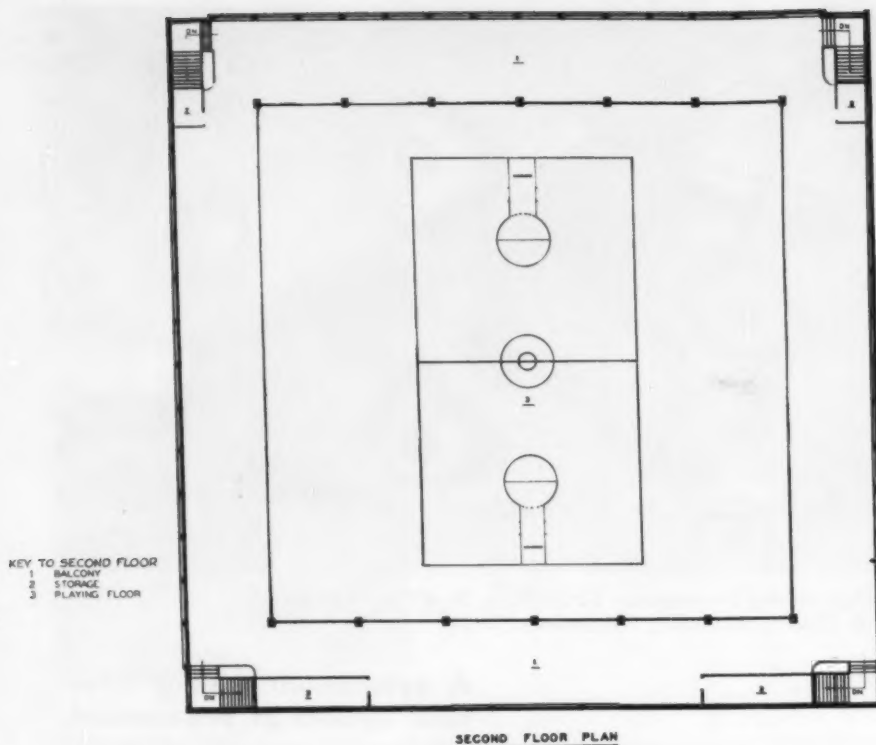
The gymnasium of the Senior High School, Greensboro, N. C., includes several unique features in its design.

The plan is square with straight lines and has an exterior dimension of 161 feet on each side. The central core of the building is 118 feet square and includes two practice courts and a regular playing court with space for roll-away bleachers that will accommodate 2400 spectators.

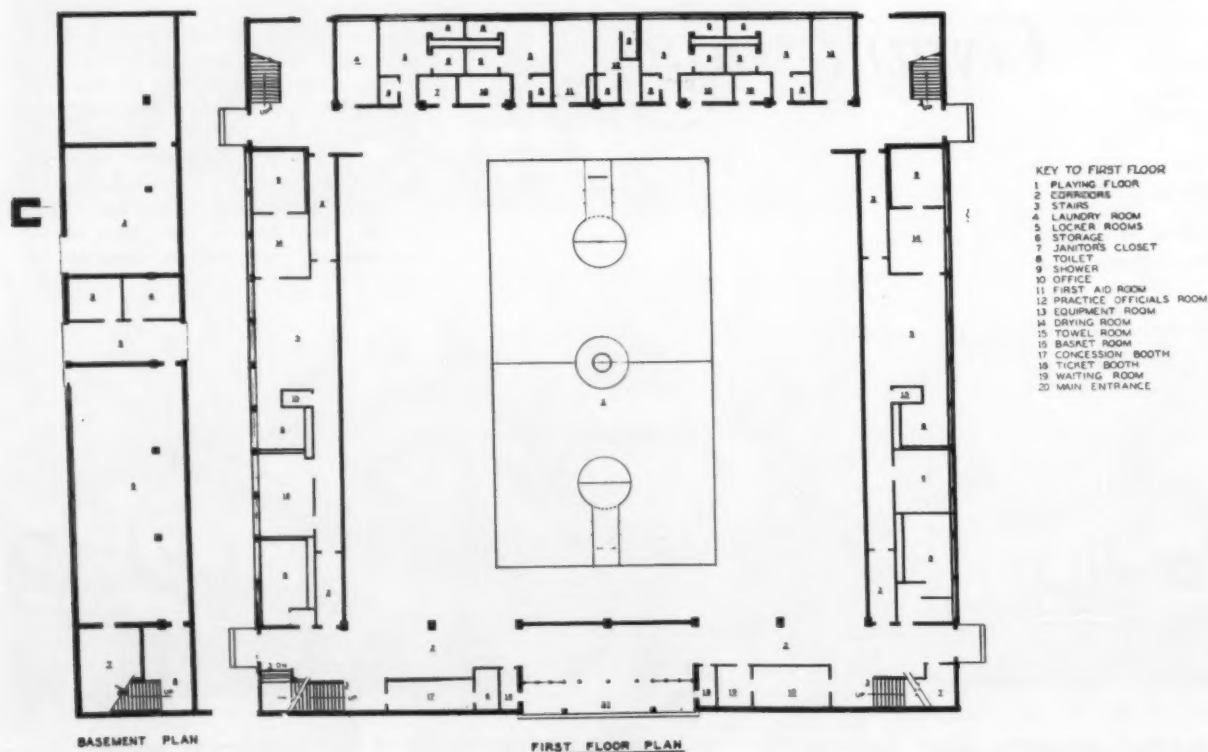
The structural system is of reinforced concrete design, with the roof of the playing court carried on seven pre-stressed girders. These have a clear span of 118 feet and are supported by concrete col-



An architect's perspective clearly illustrating pre-stressed concrete roof construction of the Greensboro Gymnasium.



The first and second floor plans of the Greensboro Senior High School Gymnasium which show the arrangement of the ample number of offices, showers and locker rooms, and storage space. A balcony which can seat an additional 2400 spectators is above the small rooms.



umns on 20 foot centers. The pre-stressed girders are about 6 feet in depth. They were the longest pre-stressed beams ever constructed in the United States. The stressing is in accordance with the Freyssinet System.

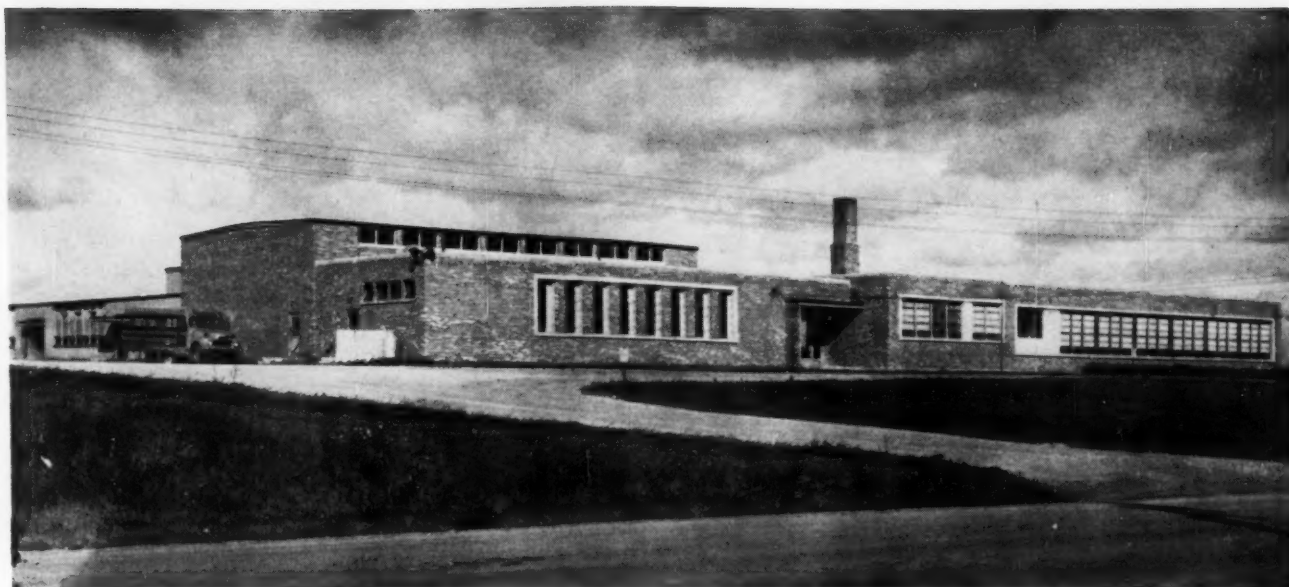
The two exterior girders of this structure form a clerestory separating the exterior and interior of the building above the lower roof.

A balcony, surrounding the central core, is above offices, showers, locker rooms, toilets, storage space, etc., and is reached by stair towers. The depth of the balcony is 20 feet, and will accommodate an additional 2400 roll-away seats.

The exterior is of simple contemporary design, using a combination of selected common brick with limestone trim. The windows and doors are of steel. The interior finish of the building consists of exposed brick walls with terrazzo floors in public spaces, and ceramic tile in toilets and showers. The toilet and locker room areas have structural glazed tile walls. The playing floor is constructed of Michigan Hard Maple.

The plans and specifications were prepared by McMinn, Norfleet & Wicker, Architects of Greensboro, N. C.

The building costs were particularly low for a structure of this type, being \$8.50 per square foot and 44 cents per cubic foot. The total cost of the building was \$400,000, and the board of education on the structural system alone, saved \$10,000 under the lowest bid for steel trusses.



Madison Agricultural School, Adrian, Mich. — Francis A. Faulhaber, Architect, Adrian

A Schoolhouse that Grew

The Madison Agricultural School building has been enlarged since the erection of the original four classrooms in 1948 both to house a growing enrollment and to provide proper instructional areas for a broadened educational program. The school enrolls at present 600 children and when the projected addition is completed about 1956, the school will serve an anticipated enrollment approaching the 750 mark, in kindergarten and grades one to nine inclusive.

The Madison Agricultural School District was formed in 1946 by the consolidation of three local districts, adjoining the city of Adrian. At the time 200 children attended the three schools.

The wartime industries in Adrian brought many young families into the area. By 1950, the enrollment had grown to the point that a bond issue of \$350,000 had to be voted and in the following year a 15-classroom addition, including a gymnasium-all-purpose room, a cafeteria, and shops, was erected. The new rooms were opened in the fall of 1953.

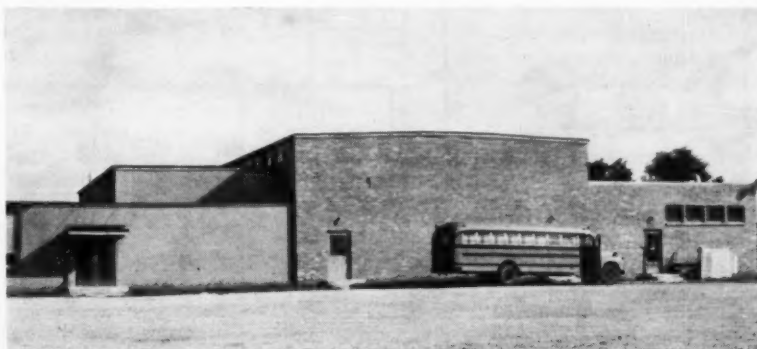
The present building houses a complete rural school, including a kindergarten, six grades of an elementary school, and three grades of a junior high school. Bus transportation and a noonday lunch program enable the school to serve the wide area of the consolidated district. The complete shop and the home-economics classes fully justify the name: Madison Agricultural

School. Children in grades 10 to 12 are sent to the Adrian High School, but it is likely that an independent high school will be necessary for the Madison School District within the next few years.

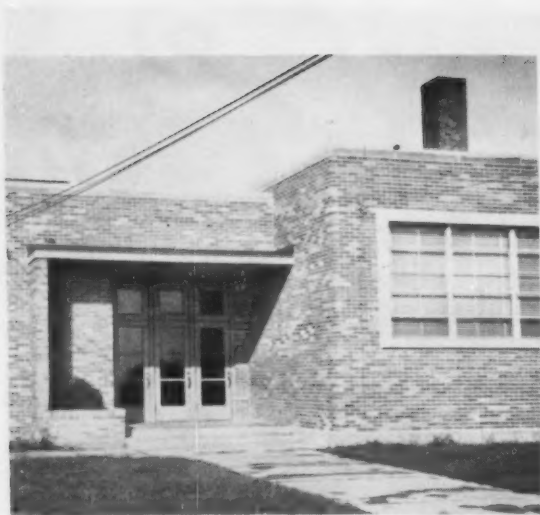
The building is of concrete block and brick construction. All floors are laid on four-inch reinforced concrete slabs, covered with asphalt tiles, except in the rest rooms, locker rooms, and toilets where quarry tile has been used. The roof is of wood construction, thoroughly insulated and covered with wood decking over the laminated wood beams.

The classrooms are furnished with built-in wardrobes and work counters, green chalkboards, buff cork tackboards, teachers' closets, and storage cabinets. The walls are concrete blocks and the ceilings are acoustic tile. Each room has two-way natural lighting, permitting of excellent daylighting and cross ventilation. Artificial illumination is provided by fluorescent fixtures.

The all-purpose room is used for assemblies, recreation, and indoor physical-education activities. The noon hot lunches are served here. The music room serves as



A view of the building from the gymnasium side



Left: A close-up of the main entrance. Right: The project corner of the science room.

an audio-visual room and is used for larger than normal class groups.

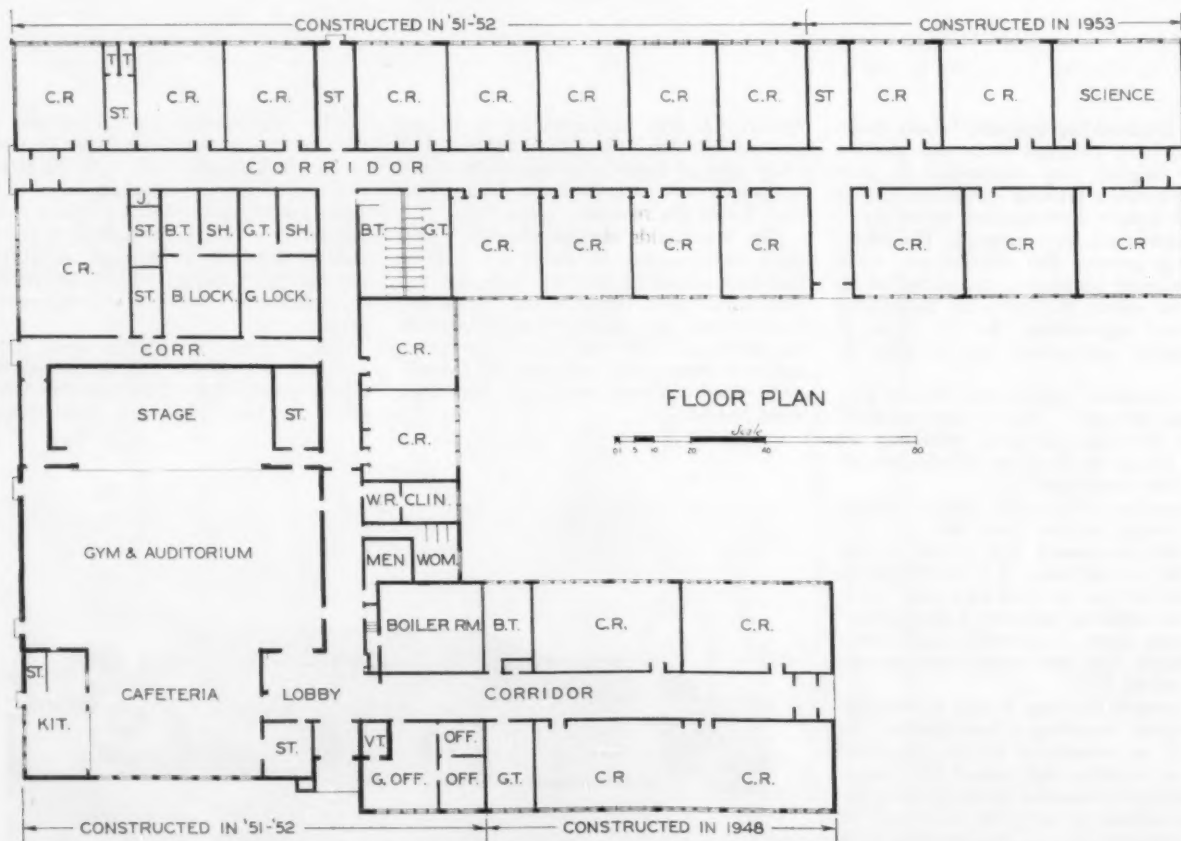
The building is heated with low-pressure steam supplied by oil-fired boilers. The classrooms, the gymnasium, and the all-purpose room are fitted with unit ventilators, controlled by thermostats. The floors

of the kindergarten have supplementary warming provided by radiant-heat coils in the floors.

The total construction cost was \$376,000, or slightly more than \$10 per square foot. Architectural fees, furniture, and special equipment, driveways, and the finish of the

parking lot cost an additional \$52,000.

The building has become a center for many community activities. It is regularly used for elections, civic gatherings, public health services, dances, Boy Scout and 4-H Club meetings. The Grange and farm groups hold meetings in the building.



Madison Agricultural School, Adrian, Mich. — Francis A. Faulhaber, Architect, Adrian

What qualities and qualifications should a board look for when selecting a new assistant superintendent of schools?

A Call for Help—and Its Answer

R. D. BALDWIN, Ph.D.

Professor of Educational Administration
West Virginia University
Morgantown, W. Va.

Here are (1) the text of a letter from a superintendent of schools, who planned to retire within the year, to his former professor of school administration and (2) the latter's effort to meet his problem. They are submitted to illustrate (a) the vivid concern of administrators for building as securely as may be for the future, and (b) their belief that the universities may be able to lend a helping hand:

Mr. —, my assistant, has left us. We will be selecting an assistant superintendent with the idea in mind of his becoming superintendent. This is my reason for writing. I wish to send a check list to each board member on just what qualities or qualifications an assistant superintendent should have to be considered by the board. I would be greatly pleased if you could mail me such a copy.

Too long, Dr. —, away from school. The things we were taught and studied become lost; time changes and catches up with us. I will be most grateful for the list of qualifications, if it is not too much trouble.

A check list

The man who would stand high on the list for the top spot as superintendent would also stand high on the assistant list. The personal characteristics that fit one for the superintendency are also required for effective service as assistant. To be sure, the training and experience backgrounds of any two candidates are likely to differ somewhat. Also the man needs to be chosen in relation to the *specific* job to be done in the *specific* professional and community situation where the job is located. Such items naturally carry somewhat varying weight in summing up a particular candidate's fitness.

I. Personal Characteristics

Integrity: Has deep-seated convictions, purposes, and devotion that keep him calm and steady in the face of knotty problems, possible misunderstandings, and even verbal brickbats; regularly accentuates the positive; clean, frank, and above board in

all his relationships; puts first things first, giving high priority to moral and spiritual values; inspires steadiness and confidence in others.

Optimism: Maintains firm confidence in the purpose of public schools in the American economy, a deep faith in people and in the ability of each person to do his full and important share in making the schools and the community better.

Leadership: Backed up by training and experience that make him master of his profession, helps associates to see where they fit into, and definitely count in the whole school enterprise; thus releases, co-ordinates, and focuses their enthusiasms and energies on doing their several parts well; is quick to recognize and appropriately praise the ability and achievement of students, staff, board, and other citizens of the county; builds strong morale through positive human relations.

Co-operativeness: Maintains an open mind on problems confronting the schools; is alert to the value of the considered judgment on board members, staff members, and citizens as background for formulating policies to govern the school; communicates policies promptly to all who are affected by them; carefully assesses their outcomes in operation.

Thoroughness: Studies each problem in the light of all the facts he can turn up that bear upon it; organizes and presents facts with discrimination and care so that board, public, and profession understand all truly important considerations involved in making decisions; when decisions have been made, promptly informs all who will be affected; carefully evaluates their effects.

Sensitiveness: Senses the feelings and aspirations of individuals and groups, and also the way in which forces are shaping up in the schools themselves, in the board, and in the community; keeps his fingers on the pulse of all of these.

Initiative: Thinks ahead of his associates; carefully plans in terms of such advanced thinking; scrutinizes his program critically; revises it in terms of such scrutiny; and introduces it discriminately, step by step, as he finds staff, board, and community able to understand it and put it into operation.

Age: 35–52, preferably in the early 40's. (These limits are suggested largely so that the school district will be able to have the individual's service over a considerable period of years.)

Marital Status: Happily married, preferably with children.

II. Experience

Teaching: Preferably both elementary and secondary.

Administrative and supervisory: Principals, preferably both elementary and secondary, where he has had the responsibility for leading his teaching staff in its in-school and community services and for building the school into the life of the community and the community into the school.

General: Any experience in the work of the world which has brought him in contact with people representing pretty well the variety of viewpoints and attitudes which characterize our citizenry.

III. Training

General: Undergraduate training which has given him broad acquaintance with the backgrounds of American culture, including the place of physical and natural science, the arts, and the social sciences which support our culture. Breadth of interest and understanding are exceedingly important in one who directs the educational destinies of the county's youth.

Social Sciences: On the graduate level: this includes knowledge of the personal, social, economic, and governmental factors and agencies that operate in the community and affect its life and, consequently the schools; also a knowledge of the techniques for co-ordinating these agencies with one another and with the schools so that the greatest possible benefits all around may be achieved.

School Organization and Administration: Also on the graduate level: this includes

(Concluded on Page 97)

Community Foundations for Educational Leadership

RALPH D. PURDY, Ph.D.

Marshall College
Huntington, W. Va.

A great many varying factors affect the concepts people hold concerning education. These ideas may differ even in neighboring communities. How the administrator reacts to these diverse factors affects the total welfare of the school community.

Educational leadership does not function in a vacuum, separate and apart from the people and the community it serves. By the very nature of the evolving needs and demands of a way of life in a democratic society, the educational system becomes an expression of the beliefs and values held by the people who constitute that society, and who seek through their economic and social structure to provide more and better opportunities for their children than they enjoyed. Educational leadership must seek continuously to examine these beliefs and values, and to modify and give direction to an educational program dedicated to the highest ideals and aspirations representative of the will of the people. This leadership must also seek to examine critically its own patterns of behavior as they affect the outcomes of the educational process, and to evaluate the end result of that program in terms of the accepted goals.

It is the purpose of this paper to show what one superintendent found in a large West Virginia School District of 1023 square miles, 38,000 people, and 350 teachers that enabled him to make a type of evaluation which gave direction and impetus to a changing pattern of leadership more consistent with the will of the people. It was a part of an action research project in educational leadership undertaken by state and regional leaders in a pilot county situation. A brief background statement will help to clarify and establish the setting in which this action program took place.

Major surgery was performed upon the West Virginia district organization of schools in 1933. By one stroke of the legislative ax, the 398 separate and independent school districts were eliminated and 55 school districts were created coterminous with the 55 counties of the state. Cities, villages, magisterial districts, all areas—both rural and urban within the county lines—were placed under one board of education and one superintendent of schools. Without experience and without a tested theory of educational administration in a large county unit system of organization, the superintendents of the 55 counties rose to the challenge and evolved over the succeeding 22 years patterns of educational leadership which were both

unique and challenging. Each one is individually separate and distinct, yet there exists a unity and coherence that connotes strength and progress.

Creative Projects

It is within this setting that two creative projects were sponsored by the West Virginia Association of School Superintendents. A "Leadership Project," initiated in 1949, made six progress reports which provided for the sharing of the best and most successful practices in educational leadership in the large county unit. A more ambitious undertaking was initiated in 1953 as a co-operative endeavor to improve educational leadership with the West Virginia Cooperative Program in Educational Administration (24 members representing the State Department of Education, higher education, and all the professional educational associations in the state) and with the Southern States Cooperative Program in Educational Administration. As such, it became one of six research projects sponsored by this southern center of the CPEA.

Representative administrative leaders identified the following needs which gave direction to the research project:

1. To ascertain and to interpret the beliefs and values held by the people as they pertain to the educational program.
2. To seek and to interpret more appropriately these beliefs and values in terms of the socioeconomic foundations upon which they are established.
3. To identify some of the forces at work which condition and give direction to the educational program.
4. To seek the improvement of preparation programs for educational administrators through an analysis and implementation of findings of this directed action research study in educational leadership.

Three pilot counties were selected in which to initiate the projects. In Greenbrier County, 350 teachers and 1000 parents interviewed 2580 lay citizens, using a carefully prepared open-end questionnaire. The findings have been reported in a publication by the board of education, "Greenbrier's Schools and Communities." This paper represents one

effort to extract from this study selected implications for educational leadership.

An administrator will be guided in the performance of his leadership responsibilities by many factors having a very close interrelationship. His own philosophy of life will have a most important bearing upon accepted objectives and the way in which he seeks to achieve these objectives. His philosophy of education and the basic principles underlying his concept of a program of education will also have a most significant influence. But the beliefs and values held by other people also become determinants of an acceptable program.

The administrator is the representative of the people who, through their duly elected officials, have selected him to implement a program of education which they are willing to support and which they want for their children. These wants may not be clearly identified, and they may not be expressed too coherently, but they do exist, and they become the basis on which a people pass judgment upon the educational program and upon those who are held directly responsible for that program. It is therefore imperative that an educational leader be fully aware of these concepts, and that he plan and execute a constructive educational program with a comprehensive knowledge and impartial interpretation of the beliefs and values held to be important by the people. Guides to and implications for leadership as interpreted from the Greenbrier County Pilot Study in educational administration include the following:

I. The concepts which people hold concerning education and educational leadership are dependent, in part, upon existing lines of communication.

What people hear and how they hear it make a difference in the concepts which people have concerning both the educational program and the people employed in that program. Judgments are made and decisions are rendered upon evidence which is often either false or misleading, or both. However, this situation cannot be avoided when every second person in the community says that he is not getting enough information about his schools and wants to know more about them. That is what Mr. Greenbrier (Greenbrier County) found when he took a look at his schools.

Mr. Greenbrier found that citizens want to get their information from direct sources. Whereas one in four said that they secured their information from school children, only one in 20 suggested this as a desirable source. Whereas one in six got their information

and valid criteria, then there must be an appropriate program provided which will enable parents and lay citizens to lift the level of expectation through better understandings and more clearly defined concepts of these varied

people; and, more buildings, equipment, and materials needed.

Variations in Beliefs Between 12

A Varying Factor

However, the difference in beliefs or concerns are much greater on other items. On

through newspapers, only one in 18 recommended this as a desirable source of information. On the other hand, one in six said that they received their information from school personnel, while one in three expressed a positive desire to get it direct from professional employees. Likewise, only one in 80 said that they got their information from the board of education, while every ninth person wanted to hear it from this source.

Citizens also want information which they are not getting, and their interest includes almost every conceivable aspect of school operation. The most prevalent interest was a "blanket request" for more information, with one in five expressing this desire. Four items received the attention of more than 10 per cent of the people: progress and adjustment of the pupils in school; school finance; teaching methods; and school personnel.

Some implications for educational leadership are self-evident. The more apparent ones include:

1. Normally accepted means of communication — newspapers, radio, grade cards, P.T.A. meetings, etc. — do not appear to be too effective in communicating intelligently with the citizens concerning the school, its purpose, and its program. (This conclusion has been borne out in all three pilot county studies and in situations wherein competent administrative personnel had previously been of the opinion that the citizens were relatively well informed.)

2. A conscientious effort should be made at all times to understand and to interpret the educational interests and needs of the people.

3. What information the administrator gives to the public, and what the public wants may be two different things. This gap may be narrowed by an understanding of the beliefs and values held by the people, by a knowledge of the expectancy level of the citizens of the school-community, and with the appropriate planning and execution of an interpretative public relations program based upon these understandings.

4. The people of a school-community want more information about the school — its purposes, its program, its personnel — than they normally receive. This "want" will open the door to a more functional public relations program to the extent that educational leaders understand it, and utilize it in program planning.

5. The "wants" or interests of citizens become guides for a planned program of interpretation and communication with the public. In Greenbrier County these guides included: more information, and information about pupil progress and adjustments, school finance, teaching methods, and school personnel.

6. The public wants to secure information from direct sources — teachers, administrators, board members. This may necessitate more careful planning for the interpretation of the total school program on the part of the staff itself, and for the providing of both formal and informal opportunities for staff members to discuss the school program with the citizens of the community.

7. Continuous evaluation relative to the effectiveness of employed lines of communication should be made.

II. What people want for their children makes a difference.

People do have wants for their children. They visualize and verbalize the needs of their most cherished possessions as they interpret them, both for the present and for the future. They are willing to provide teachers, facilities, and services in order that these needs may be met. What people want for

their children, therefore, becomes very important to an administrator. A knowledge and an understanding of them will help him to function more effectively in the school-community, and it will provide leads to more effective communication with the citizens of that community.

Mr. Greenbrier found that public opinion gave positive support to only two major educational objectives. These were: (1) a mastery of the basic fundamentals of learning — representing the wishes of five out of six people interviewed; and (2) the development of the ability to get along and properly associate with other people — representing the wishes of one out of three people interviewed. One person in 10 mentioned character development, and one person in 12 cited the ability to earn a living. Only 20 mentioned health, sports, or athletics, and only one person in 35 mentioned personality development.

The evidence from this phase of the study lends credence to the following implications for educational leadership:

1. People do have clearly understood educational wants for their children, and are willing to express them.

2. These wants may or may not be consistent with the imperative needs of youth as interpreted by the professional educator. In either case, the securing of an understanding of the beliefs and values held by the people of a community is the first step to be taken in a planned program to develop new understandings, broaden concepts, and to lift the sights of both lay and professional personnel.

3. Just as an effective teacher begins at the level of comprehension and understanding of her pupils, so the competent administrator begins with the understandings and purposeful objectives of the parents and lay citizens of the community.

III. Citizens evaluate job performance in terms of the concepts they hold concerning that job.

Just as citizens have wants for their children in relation to a planned program of education, they also hold certain beliefs con-



cerning the responsibility of various school personnel in providing for these wants. They believe that a teacher should do certain things and should treat their children in certain ways which they believe will best help them to get the most from the school program. These needs and the methods of meeting these needs may or may not coincide with the generally accepted educational philosophy and methodology, but they do represent the values held by the people who support the schools, and who provide for the establishment of educational policy through the selection of board members and in the decisions

to be rendered on bond and operational levies. Citizens evaluate job performance in terms of the concepts which they hold concerning the desirable performance of that job.

Mr. Greenbrier found that the people of this school district held some very general beliefs concerning the responsibility of the teacher. First of all, they felt that the teacher should have desirable personal characteristics. Three out of ten persons interviewed talked about such desirable attributes on the part of the teachers as, "being understanding," "being interested," "being co-operative," "setting a good example," and, "being impartial." One in four persons talked about the duties which he should perform, such as, "supervising study and play," "maintaining better discipline," "making home visits," etc. The one single item mentioned most frequently was, "maintain better discipline." This was identified by 15.6 per cent of the people interviewed.

The Principal's Role

The citizens' concept of the role of the principal was less well defined. One in two persons believed that the principal, "is responsible for the administrative direction of the school program." One in six mentioned a responsibility to teachers, such as to "guide and inspire teachers." These two items ranked well above personal characteristics, which was first for teachers. It was also interesting to note that the citizens ascribed to neither the teacher nor to the principal more than a token responsibility for community leadership.

With reference to the superintendent and other members of the central staff, the knowledge of the job and the responsibilities of the office were still more vague and undefined. The 2580 citizens volunteered 4535 suggestions, with little uniformity of concept or understanding. The one specific suggestion which ranked highest pertained to "visit schools more," with one out of five persons making some reference to this responsibility. About the same number thought that the major duty was "the employment of qualified teachers," and one in ten indicated the need to "provide supervision and assistance in all school programs." However, references to these and other responsibilities were often quite vague, suggesting, perhaps, that many people did not have a clear-cut conception of the job of the superintendent and of the county office staff.

The 2580 citizens gave a still more vague description of the job of the board of education. The one most frequently mentioned specific responsibility was to "select competent teachers" (15.3 per cent). In second place was the providing of adequate equipment. A general grouping of answers revealed that the first concern was "seeing that money is spent wisely," and second, that the board had responsibility for the employment of competent personnel. Providing adequate buildings, equipment, and materials ranked third.

It is therefore apparent that citizens of a community hold certain concepts of job responsibility on the part of school personnel, and that they make an evaluation of job performance in terms of these concepts. Some of the implications for educational leadership may be as follows:

1. If lay evaluation of professional job performance is to be based upon fair, impartial,

and valid criteria, then there must be an appropriate program provided which will enable parents and lay citizens to lift the level of expectation through better understandings and more clearly defined concepts of these varied responsibilities.

2. The lay understanding of professional job performance becomes increasingly vague and misunderstood (compared with generally accepted professional standards) from the teacher to the principal, to the superintendent, to the board of education. Perhaps more attention needs to be devoted to the lay understanding of the respective duties of educational leadership than has been given in the past.

3. More specific and effective direction can be given to the interpretative aspects of the school program with a knowledge and understanding of the beliefs and concepts held by the lay people concerning job performance. One example might be relative to the citizens' belief that the board of education should select the teachers, whereas the professional concept hold that the board should appoint the teachers upon the recommendation of the superintendent of schools.

IV. Communities differ in concept and point of view.

People of neighboring communities with a large school district hold somewhat different beliefs and values. If what a people believe makes a difference for school administration, and it is the thesis of this paper that it does make a difference, then variations in beliefs between communities likewise becomes important to the administrator. It may have significant implications for the methodology basic to competent school leadership.

Let us see what Mr. Greenbrier found. In this county there are 12 high school areas, each with its own feeder schools, each with its own problems and needs. First of all, there is a geographic difference, beginning with very small farms in a mountainous, coal mining section in two high school areas, to a very large farm, grazing, and cattle raising section in two high school areas, to a nationally recognized recreational, resort section in one area. Vocational occupations are diversified, with home ownership highest in the farming areas and lowest in the coal mining areas.

Just as there are geographic differences, there are differences in the beliefs and values held by the people (although not necessarily related). For example, the people in a coal mining area expressed the greatest concern for learning "the basic fundamentals" (36.9 per cent), while the Negro citizens (Bolling High School Area) expressed the least concern (5.4 per cent). The recreational area followed the Bolling High School Area (12.9 per cent).

Differences occur in a like manner on many other beliefs or concerns held by the people, although variations occur in the amount of the difference. On some beliefs there exists a relative degree of unanimity, with the per cent of responses between communities being fairly close together. For example, the per cent of responses for the highest ranking of the 12 communities exceeds the per cent of responses for the lowest ranking community by two times (200 per cent) on the following items: schools to provide competent personnel; schools to provide adequate buildings; school information secured from children; the purpose of education is to learn to get along with other

people; and, more buildings, equipment, and materials needed.

Variations in Beliefs Between 12 Communities Within a County School District (Comparing the high and low per cent of responses)

Belief or Concern	Range in Per Cent of Responses		Range Differential ¹
	Low	High	
1. Satisfied with amount of school information received	48.0	74.0	1.5
2. Schools to provide competent personnel	19.0	39.8	2.1
3. Schools to provide adequate building, equipment, and materials	32.1	46.4	2.2
4. Children the source of school information ..	17.7	40.3	2.3
5. Objective: Learning to get along with people ..	9.2	23.7	2.6
6. More adequate buildings, equipment, and materials needed ...	19.9	52.8	2.7
7. Requests for information about pupil progress	9.0	26.7	3.0
8. Schools to provide a good, sound curriculum ..	11.7	36.6	3.1
9. School personnel a desirable source of school information	14.6	52.0	3.6
10. Teacher's responsibility to provide individual help for pupils ..	5.0	19.4	3.9
11. Principal's responsibility to maintain better discipline	7.1	27.8	3.9
12. County staff to visit schools more	11.9	51.9	4.4
13. School organizations a source of information ..	4.9	25.0	5.1
14. School organizations a desirable source of school information ..	4.0	24.4	6.1
15. Information requested about operation and administration	6.9	44.4	6.4
16. Objective: the basic fundamentals	5.4	36.9	6.8
17. The board of education a desirable source of school information ..	2.3	16.7	7.3
18. Information secured from school personnel ..	6.7	50.0	7.5
19. School visitation a desirable source of information	4.3	36.4	8.5
20. Responsibility of board to select competent teachers	2.9	31.7	10.9
21. Newspapers a source of school information ..	0	24.3	—
22. Requests for information about school finance	0	27.5	—
23. Teacher's responsibility to maintain better discipline	0	35.1	—
24. Teacher load should be reduced	0	43.2	—

¹Range differential: The number of times the per cent of responses in the highest ranking community exceeds the per cent of responses in the lowest ranking community.



A Varying Factor

However, the difference in beliefs or concerns are much greater on other items. One community expressed three times as much desire for information about pupil progress as did another community. One community expressed seven times as much interest in wanting to secure school information from school personnel as did another community. No one person identified the newspaper as a source of school information in one community, while one out of four obtained their information from this source in another community. No person in one school area mentioned that it was the responsibility of the teacher to maintain better discipline, but every third person identified this responsibility in another area.

It is therefore apparent that there is a very wide range in the interests, beliefs, and concerns of people from one community to another in a large school district. Only as an administrator has knowledge of these differences can he direct his energies in a most productive manner in the interests of the boys and girls for the total welfare of the school-community. The following appear to be evident in the above noted differences:

1. Differences in the expressions of beliefs and concerns of people from one community to another are representative of variations in values which they hold and which they wish to see implemented in a school program, or they may represent an evaluation which they make in terms of their accepted beliefs.

2. Identified differences may be evidences of problems in particular areas to which the administration may need to give directed attention.

3. Needs are community centered, and leaders should recognize the individuality of communities in working with them.

4. Some needs or concerns which are of major significance in certain communities are not identified at all in other communities.

5. Increasing attention may need to be given to the selection and placement of professional personnel in terms of the beliefs, values, and concerns of the people in the community in which they will serve.

In Summary

As indicated above, this paper represents one effort to extract from a major research project in county educational leadership some of the elements that an administrator may find in making a study of the foundations upon which the schools are established, and the setting within which he must seek to function effectively. It all adds up to the fact that what people think makes a difference, and that what they hear and how they hear it affects what they think. They also have felt needs for their children, and hold certain concepts, rightly or mistakenly conceived, as to how these needs can best be met. It has also been indicated that marked differences occur from one community to another in what people believe and with what they are most concerned. It is within this complex but challenging setting that an administrator seeks to give expression to the culture of a people in the program and methodology of an educational organization. Appropriate analysis, interpretation, and evaluation are essential to competent educational leadership. Herein lies the real challenge to successful educational statesmanship.

rule, not the exception. This is happening for a good reason. One cannot administer effectively a present-day school district without well-defined, written policies. A

7. Leaves of absence
8. Illness
9. Sabbatical leave
10. Vacations and holidays
11. Information of a general nature

rector in a position in the organizational pattern where he can serve all phases of the school program more effectively. This aim can be fulfilled best by placing this

An increasingly vital man in school administration is the personnel director. Here is a consideration of his functions and services . . .

Administrative Organization of Personnel Services

WAYNE L. BUTTERBAUGH

Superintendent, Savanna School District
Stanton, Calif.

Looking at the great American school system in retrospect we see that certain patterns or phases of change and innovation characterize its development. The need for general administrative services, someone to oversee or look after the affairs of the school, came early. Later came the periods of emphasis upon intelligence testing, business administration, counseling and guidance, etc. Each period seems to have been marked by internal and external pressures. For the most part these periods with their stresses and strains proved beneficial to our schools.

Now as the latter half of the twentieth century begins, we see emerging a further refinement in public school administration—personnel services, or personnel administration. Here is an entirely new field to which the American educator may well give thought.

Importance to Profession

It has become an accepted fact that next to the pupils themselves, personnel is the most important element of the school administration program. Although the statement indeed seems trite, it has taken over a hundred years for educators to do very much constructively about it. One needs only to look over catalogues from universities and colleges today to find the majority of them to be without any course offering in this vital area of personnel administration and management, to see this lack of emphasis in teacher training institutions. Equally as slow to accept this new concept have been many of our school districts, both large and small. As few as four years ago, very few had such a position in their organization on the same level as an assistant or associate superintendent in charge of personnel. In the past four years this function has been recognized by educational leaders and the solution is emerging. We are witnessing school district after school district placing a competent

person in charge of personnel, and giving him authority and responsibility commensurate with his function. He is either classified as assistant to the superintendent in charge of personnel, or assistant superintendent in charge of personnel services. This trend is a long overdue necessity to obtain able, effective school administration.

Reorganization of Administration

Since most school districts do not have a director of personnel whose chief function is personnel, it would be well to define various administrative functions before any reorganization takes place. Without burdening the reader with already rather well-defined administrative functions, it might be wise to look at the function best served by the personnel director.

First and foremost, the important role of the personnel director should encompass the full scope of school district personnel, both certificated and classified. Admittedly there is no universal acceptance of this position, for many school district organizations divide this function into two separate departments; one for the certificated personnel; the other for classified personnel. However, if the real purpose of personnel relation is to best be served, one can easily take the former position as advanced here. It is true that employee relations and personnel policies are different with certificated than with classified personnel, but there are more likenesses than differences in them, and thus can best be administered by one director, for the final results are identical for both—a more harmonious, effective program to provide further instruction and services to all children in our schools. This must be the goal of any administrative program or our efforts are pure folly.

To strengthen further this position a critical look at the functions of the director of personnel would further indicate the need for one person to administrate

all personnel services, whether it be recruitment to the district, evaluation of past experiences, review, selection for qualifications and fitness for the particular positions, reception of applications for employment, records loyalty oaths, etc., all could best be served from one office. When reorganization of administrative function is considered, it then becomes paramount to view critically this concept.

Second, the position of personnel director, whether it be assistant superintendent in charge of personnel, or assistant to the superintendent in charge of personnel, should occupy the middle of the organizational structure. This will enable his office to communicate better with the other functions of administration. The director should be housed in the central office with ready access to other administration offices, such as the superintendent, assistant superintendent in charge of business affairs, assistant superintendent in charge of elementary curriculum and/or secondary curriculum, and the various other directors that would likewise need the services of the personnel office. This would permit lines of communication to be clearly defined and in short to facilitate better the work of all administrative personnel.

Third, the director of personnel should be given authority and status commensurate with his function. This would imply placement on a level next in command to the superintendent. It is rather necessary that the director of personnel be given a position that will effect the greatest professional benefit. This can best be done by placing him second in command or on the level of other assistant superintendents, for his function, if performed properly, will justify his place in their organizational plan. It would follow that the salary likewise should be commensurate with his position.

Policy Approach

Again, before a reorganization of personnel services, careful consideration should be given to policy, for policies (they should generally be written) are becoming the

rule, not the exception. This is happening for a good reason. One cannot administer effectively a present-day school district without well-defined, written policies. A policy is an agreement by members of an administrative body describing or defining the manner in which it will act. The term itself means wise procedure or course of action. Policies should be clearly differentiated from rules and regulations. The former interpret a course of action based upon an accepted principle of administration, whereas the latter are specific directives. They are bylaws set up as a guarantee that the policy will not be violated. The following policies may be considered illustrative for our consideration here:

1. It is the policy of the board of education to consider for employment only those teachers who are initially recommended by the superintendent. (This recommendation then, would be made with the guidance and counsel of the director of personnel and his staff.)

2. It is the policy that only the best qualified employees will be selected to serve the school system.

3. All personnel shall receive fair and equal treatment in all circumstances.

4. The personnel office should process all applications for employment.

5. The personnel office should make every effort to foster and encourage a high level of efficiency and morale.

6. There shall be no discrimination toward candidates or employees because of race, marital status, sex, or religion.

7. The personnel director shall function on the same level of other assistant superintendents.

If policies are developed by those who are generally and most affected by such policies, there is far better chance that those policies developed will be useful in the proper administration of functions defined: Therefore, both the position and function of the personnel office should be defined by written policy. Policies emerging from those who use them, with able leadership will result in a better organizational structure.

Nature of Services

Before any complete reorganization of top administrative positions or functions could be wisely accomplished, we certainly would want to see what services could best be handled by each director or office. The Office of Personnel Services should handle all functions of personnel management. Services which logically should be assigned to the personnel office would generally be as follows, and should be governed by policy:

1. Recruitment to the school system
2. Policy or principles of selection of personnel
3. Examinations or other methods of evaluating persons for certain positions
4. Assignment
5. Classification and salary
6. Evaluation of performance

7. Leaves of absence
8. Illness
9. Sabbatical leave
10. Vacations and holidays
11. Information of a general nature
12. Training opportunities
13. Security oaths
14. Records
15. Relationships with employee organizations
16. Joining employee organizations
17. Relation councils
18. Political activities
19. Loyalty
20. Retirement
21. Bereavement
22. Adjustment procedure
23. Separation
24. Any other services that would foster and improve good personnel relationships

In Summary

Reorganization of the administrative structure has long been overdue to recognize the importance of a director of personnel with status commensurate with its function. Although many inroads have been made in the general area the past four to five years, much further remains to full functional administrative practice.

Further, this reorganization can achieve best results by placing the personnel di-

rector in a position in the organizational pattern where he can serve all phases of the school program more effectively. This aim can be fulfilled best by placing this position in the middle of our structural pattern, and directly responsible to the superintendent. It would follow, that authority and salary should be commensurate with the position.

Policy approach to personnel administration is the only long-range program that will serve the administrator of personnel wisely and effectively. These policies should be clearly defined, emerged from those who are affected by them, should be written and available to those persons who are interested or those who have a legal or moral right to see and be guided by them.

The cause of public education in America can further be fostered by strong, efficient, and capable administrative programs in our various local school districts. The position of personnel director should further be brought to the foreground in this important structure. The school district can be no better than its personnel would permit.

A GOOD ELEMENTARY SCHOOL BUILDING

The Connecticut State Department of Education, through its Bureau of School and Community Services, has outlined the characteristics of a good elementary school. Included as a major factor is a statement concerning the physical facilities of a good elementary school plant, conducive to the growth of children. The statement sets up the following school plant facilities:

The good elementary school plant provides a physical environment conducive to growth of children. Satisfactory physical facilities would include at least the following essentials:

A. There is space for children.

1. A minimum of 25 sq. ft. per child is provided in the classroom, more is desirable.
2. Five acres of land, plus an additional acre for each hundred children, is the minimum for an elementary school site.
3. Areas for play activity are provided indoors.

4. Outdoor play areas are safe and designed for children of various ages.

B. The health and safety of children are protected.

1. It is desirable that the elementary school classroom be a self-contained unit.
2. Plenty of natural and artificial light reaches all areas used by children.
3. Hot and cold water is available in all classrooms. Drinking fountains are provided throughout the building and grounds.
4. Locker and shower facilities are adjacent to the gymnasium.
5. Lavatories are adjacent to each kindergarten, primary classrooms, and near all other classrooms.
6. It is desirable that the elementary school be a one-story building with separate classroom exits.
7. All areas which children, teachers, and others use are free of hazards.
8. Temperature, ventilation, and humidity

are maintained at optimum degrees throughout the plant.

9. Furniture is movable and fits the physical needs of children—the right size for each child.

10. Space and equipment are available for sanitary preparation and serving of wholesome food.

11. The lunchroom is attractive and a social atmosphere prevails.

12. A health center with sufficient space for physical examinations, dental work, health records, and conferences is readily accessible to the administrative unit.

13. The building complies with provisions of the state fire and safety code and those of the state sanitary code.

14. Service areas, such as cafeterias, auditorium, and others, are readily accessible from outdoors.

C. The school facilities are functional.

1. There is evidence that furniture is moved for purposeful activities of children.

2. The building and each classroom have ample work display and storage spaces.

3. An administrative office has space for receiving visitors, holding private conferences, and conducting business.

4. Appropriate places for dramatic programs, music activities, community meetings, and physical activities adequate for the size of the school and community are part of the plant.

5. A central library, which includes many types of resources, plays an important part in the life of the school.

6. There is sufficient space in which faculty may work, confer, and relax.

7. There is provision for darkening the rooms for instructional and rest purposes.

8. There is space and suitable equipment for testing and special instruction of individual pupils.

by the pupils as to the merit and needs of the agencies will be conducted and the results explained to the student body. This method of conducting drives for out-of-school agencies should be of more ad-

A SCHOOL BOARD MEMBER'S TESTAMENT*

I, Margaret T. Ford, being of reasonably sound mind and preparing to depart

A policy for handling requests from those industries and social agencies who seek to use the schools as a collection bureau . . .

Exploitation of Public School Children

DANIEL F. WESTFALL

Administrative Assistant to the Superintendent
Dade County Board of Public Instruction
Miami, Fla.

School executives are constantly under pressure by representatives of private enterprise and of social welfare agencies who desire to use the schools as a medium of advertising and propagandizing and as a collection agency for various drives. As competition in the business field and in social welfare activities increases, this pressure will grow in direct proportion to the intensity of competition for the consumer's dollar by private enterprise and for the contributor's dollar by social welfare agencies.

Many unwary boards of public instruction, superintendents, principals, and teachers have unwittingly permitted the pupils to become victims of "smooth" salesmen and promotional schemes to the extent that parents are now strenuously objecting to the many requests for money which they receive from the school via their children.

The majority of fund-raising and propagandizing drives through our schools may be classified into three general categories: (1) fees, instructional materials, entertainments, dues, etc., for school activities; (2) contributions to charitable and social welfare agencies; and (3) promotional activities from which firms or corporations directly or indirectly benefit.

Requests for money from pupils for school activities may be divided into two types: (1) instructional needs; and (2) noninstructional needs.

Most of our school systems cannot finance the cost of all instructional materials and services needed by the children. If we desire an efficient educational program for the schools, it is quite necessary for pupils to complement tax monies for these purposes to a reasonable extent. What is "reasonable," of course, must be determined by school officials in light of their community's needs and their ability to pay.

Money requests for noninstructional needs originate from organizations within the school as well as allied school organizations, such as the Parent-Teacher Associations and Daddies' Clubs. Most of us

will agree that many of these requests are justified, but unless school officials are alert, these requests develop into high-pressure campaigns with groups of children competing against each other. If this condition develops, the parents are pressured by their children who are afraid of being embarrassed or even ridiculed for not doing their share.

Extra School Costs

The extra cost to parents for school activities has increased to the point that it has become a major problem in many communities. Dr. Harold C. Hand, in his study of hidden tuition costs in Illinois, learned that in many school systems of that state a four year high school education for a child was as expensive to parents as a four-year college education.

All communities have their charitable and welfare agencies, most of which render commendable service. In order to meet their quotas with the least effort, many of them are either using the schools as a collection agency or they are hoping to have that opportunity. This problem has become quite acute in some school communities since the number of agencies has multiplied rapidly in the past few years.

All school officials recognize the value of having children made aware of their responsibility to their less fortunate neighbors, but because of the increase in the number of such agencies within the community, school boards are seeking some sort of limitation on these activities.

Some school systems have limited the number of charity drives per year within their schools. This creates a problem as to which agencies will be approved. As a result of this restriction, pressure is brought to bear upon school boards and school officials by the competing agencies which results in a distasteful situation.

In order to eliminate an annual debate as to which agencies will be approved for conducting drives within the schools, some school systems have eliminated all fund-raising drives by out-of-school agencies.

The Dade County (Florida) Board of Public Instruction has established a policy effective for the current school term. We are quoting it below:

Fund Raising Drives

Fund raising drives by nonschool agencies among school children shall be controlled as follows:

A. All schools shall earnestly seek to educate the students in the services performed by the humanitarian agencies and shall be encouraged to participate in their financial support as a social and community project. Collections therefor within the schools may be conducted as follows:

1. The Superintendent shall designate one day of the school year as Student Charity Day. This shall be the only day of any school year that pupils will be asked to contribute funds to any outside agency.

Funds collected during this Student Charity Day shall be donated only to the agencies listed below. The apportionment of these funds should be determined by the Student Council or other student representative group.

March of Dimes Heart Fund
Crippled Children's Society (Easter Seals)

2. Pupils are not to be issued any type of coin container to take home.

3. Pupils are not to solicit funds outside of their homes.

4. No reward for contributions shall be offered.

5. Competition between pupils, or groups of pupils, or other high pressure techniques are not to be employed. If pupils are properly informed as to the use of the funds requested, and properly educated concerning their responsibilities toward less fortunate persons, high pressure tactics will not be necessary.

6. Suggestions as to handling of funds:

a) No money should be left in teachers' rooms overnight.

b) To keep an accurate accounting record, funds should be deposited through the internal accounting system. When the drive is over, a check for the total collection should be made out to each agency.

B. Schools shall be encouraged to accept with pleasure the sharing of responsibilities of informing the public upon bond issues and other worthy projects of like nature but shall not be permitted to request their students to solicit votes for them.

C. Subscriptions for school papers, annuals, P.T.A. magazine, and other school or professional periodicals may be sold by a school or school organization. Sales of subscriptions to all other periodicals are prohibited.

Note that all fund-raising drives are conducted in one master drive, but the distribution among the three approved agencies is determined by the pupils. Before this decision is made, investigations



by the pupils as to the merit and needs of the agencies will be conducted and the results explained to the student body. This method of conducting drives for out-of-school agencies should be of more educational value to the children than either of the two preceding types. This same master-drive plan could also be used without limiting the number of agencies to which funds would be distributed.

Pupils' Easy Market

The competition for an easy market by private enterprise has also been a very serious problem to educators. There probably never has been an ambitious promotional manager who did not at some time or other eye the public school children as a medium through which to sell his merchandise or at least propagandize them in the interest of a certain product. While this problem is by no means solved in Dade County, we believe that progress has been made in curtailing this exploitation. We are quoting below our policies on advertising, sale of tickets, salesmen, and membership solicitations which we observe without exception:

Advertising

It is generally understood that the school cannot be used as an agency for the distribution of advertising materials. No materials from outside of school sources should be distributed to homes through pupils without the approval of the Superintendent of Public Instruction. Materials of a sectarian nature should not be accepted.

Other free materials may, however, be accepted for classroom and school purposes under conditions that meet all of the following criteria:

a) The initiative for securing the material should come from the school. In other words, the materials should be of the type that teachers seek, not materials that are thrust upon them to promote the interests of an outside agency.

b) The material should fulfill a legitimate purpose of the school curriculum.

c) The selfish or private purposes of the sponsor should not be prominent or dominant in the material.

d) The advertising feature of the material should not be blatant.

e) No material should be used that violates the attitudes which are recognized as ideals of the school system or of our society.

Sale of Tickets

Tickets to affairs sponsored by or for nonschool agencies shall not be sold in any public school or on school premises by any school or school organization.

Salesmen

Only salesmen of materials or services which would normally be used in the schools are to be admitted to the Dade County Public Schools. In no event are salesmen to disturb teachers who are in the classroom.

Membership Solicitation

No person shall solicit members or otherwise engage in the interest of any group, organization or association whatsoever on school premises except those organizations which serve the professional interests of the school personnel. Of these organizations, only the P.T.A., Daddies' Clubs, N.E.A. and affiliates, F.E.A., C.T.A. and school-affiliated organizations may utilize school time to en-

A SCHOOL BOARD MEMBER'S TESTAMENT*

I, Margaret T. Ford, being of reasonably sound mind and preparing to depart this transitory public life, do hereby devise and bequeath to Phyllis Borger Cormican all my duties, rights, and perquisites, to wit:

1. The relocated Monday night meal and the protesting stomach resulting therefrom.
2. The flood of magazines, all worthy of being read.
3. The annual summer battle of the budget.
4. The photographer that comes only when you look your worst.
5. The commencement handclasp—the soft, the hard, the languid, the hot, the cold, the sweaty, the firm, the frenzied, and the trembling.
6. The deeply moving commencement look on the swift-passing young faces. Only when you see this look on commencement night, can you know the value of this bequest.
7. The blithe acceptance of a speaking engagement and the frantic scramble for the right thing to say and a good way to say it.
8. My portion of the times we gather just for fun—this is admittedly a large bequest.
9. The occasionally agonizing necessity of being unable to explain to anyone the true reason for a board decision.
10. The privilege of working with some of the finest people in the world, making decisions of far-reaching influence on your community.
11. The statistic, world without end, amen.
12. Many other items of an assorted intermittent nature, such as the brickbats and occasionally, the bouquet.

I enjoin you to administer this estate with high purpose and diligence, bringing to it your highest powers of mind and spirit.

Given under my hand and seal this 29th day of July, 1955.

— MARGARET T. FORD

* Dr. Marion A. McGhehey, executive secretary of the Indiana School Boards Association, who has sent us the above statement, writes that this is a copy of "a little note that Mrs. Margaret Ford brought to her last school board meeting as she retired from the board after eight years' service. The original manuscript was written on a sheet of note paper, but the superintendent of schools, J. C. Rice,

thought it demonstrated the contribution which Mrs. Ford had made to the Elkhart school board so well, that he sent it to me.

"I believed that you might be interested in using it in the AMERICAN SCHOOL BOARD JOURNAL, and secured Mrs. Ford's permission to publish it. It certainly contains the essence of the trials and tribulations of the school board member."

list the aid of school personnel in their membership drive.

These policies are based upon the principle that since all of the public supports our public schools, it is indefensible to permit any minority group of the public in the form of a business firm to exploit the children in the public schools as a "captive group of prospects."

Since these policies have been in effect,

the Dade County schools have had very little difficulty with any representative group of private enterprise. Those who have discussed the policies with the writer agree that the philosophy upon which they are based is sound. Not more than one or two persons have appealed to the Board of Public Instruction for an exception to this policy. Their requests were promptly denied.

CRITERIA FOR STATE SCHOOL BOARD MEMBERSHIP

Representatives from 19 of Ohio's education organizations met the second week in August for a three-day conference at Westerville, Ohio. This was the third annual meeting of this group which has as its purpose the co-ordination of efforts to improve instruction in Ohio's schools. For the first time representatives of regional school boards associations attended. Among the many problems discussed was the need to select the best qualified candidates as members of the new State Board of Education. This conference expressed the belief that it could serve the state best, not by endorsing specific candidates, but by emphasizing the qualities in a candidate necessary for effective state school board membership. Accordingly, the following recommendations were adopted:

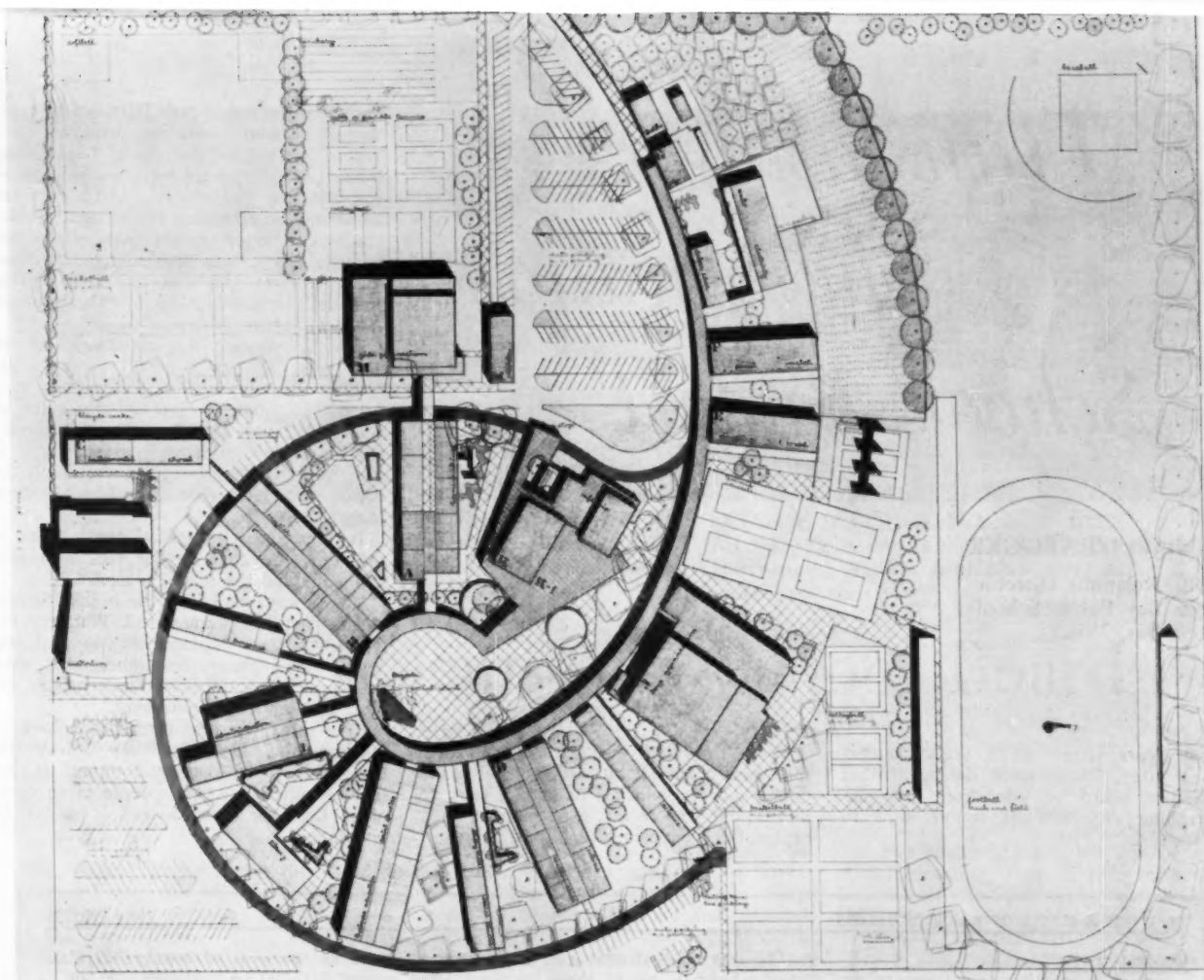
"It is the belief of this conference that the person who has in mind the highest

interests of growing youth, is concerned in providing Ohio with one of the best educational programs in the nation, and who has a background to plan and execute a program to this end, is the person we would recommend for election as a member of the state school board.

"We, therefore, urge voters in making their selection to vote for those persons who possess the following qualifications:

Demonstrated

1. Interest in the welfare of children.
2. Moral integrity.
3. Belief in free public education.
4. Ability to work co-operatively with others.
5. Outstanding ability in community leadership, and
6. State-wide concerns regarding education rather than any special interest."



Plot plan of the future Narbonne High School, Los Angeles, Calif. — Daniel, Mann, Johnson & Mendenhall, Architects, Los Angeles, Calif.

The Narbonne High School:

A UNIQUE VARIATION OF THE "FINGER PLAN" SCHOOL LAYOUT

Scheduled to cost in the neighborhood of four million dollars when fully completed, the New Narbonne High School in Los Angeles, Calif., will present a radical departure from ordinary educational plant layout.

Although extraordinary in its appearance, the unique spiral plan nonetheless evolves from the functional features of the structure. For example, laboratories, shops, crafts, and other manual trade subjects, as well as major sports activities with their attendant noises, are located away from the circle of academic buildings. This establishes a comparatively quiet zone where attendance, room usage, and class to class traffic is at a maximum.

The convergence of these general classrooms to one central point enables the students to move about more freely and easily. Gone are the right angular routes so

prevalent with the conventional finger plan or army hospital type campus layouts.

Planned to eventually accommodate 2000 students, the school will incorporate the latest innovations in school planning, and be equipped with the most modern in teaching facilities.

One of the new features that will be introduced to Southern California is the self-service cafeteria that eliminates the long serving lines and the bottleneck at the cashier stations. Food is purposely placed out of eating order to encourage an informal moving about, and hold down tie-ups and delays at either soup, salad, sandwich, dessert, or the drink section. The result is that 32 students per minute are served, twice as many as the conventional two serving lines set up in most high school cafeterias.

Designed to utilize the latest in con-

struction methods and materials, savings of \$350,000 have been effected since the original estimate was made. Big reasons for the downward revision is the provision for concrete construction from roof to ground.

Each building will go up by the following method: a concrete slab is poured on the site, and then raised to roof height by several hydraulic jacks operated from a central control board. The second slab will then be formed as the floor of the building. Hollow walls will be constructed by shooting concrete through pneumatic guns around cardboard forms and left to set.

The two systems, lift-slab for the roof and gunite for walls, not only speed up job progress, but provide the construction that saves thousands of dollars in maintenance and insurance rates over the years to come.

Translating the Annual School Budget

ANN WEIZENEGGER

Public Relations Director
Green Bay Public Schools
Green Bay, Wis.

For years Green Bay's school budget was a large, cumbersome document that both the board of education and tax-controlling city officials found hard to understand.

It's still a large document loaded with numerous figures, but today both the board and city officials agree it's easy to understand. The secret: a series of written explanations opposite the major figures.

Superintendent Fred H. Wandrey got the idea from a budget prepared by a school system in the East. The eastern school divided a page into two columns — put principal budget items at the left and an over-all explanation at the right. It was one of the better presentations of a school budget, and it was decided by Mr. Wandrey to carry the idea one step further and do the same thing for every major division of the budget.

The new system was put into effect the next year. Though it meant adding pages to the usual number on comparative cost figures required by law in the state of Wisconsin, and board members and city officials would have even more pages to read, this budget proved popular. Both the board and city council read the extra pages gladly.

In fact, one city official said: "This is the first time that anyone has been able to understand the school budget."

"We always explained the budget figures in the past," Superintendent Wandrey explains, "but the explanation was oral and people don't always remember what they hear only once. Written explanations are what has made the difference."

"We think the new form has helped us quite a bit," he adds. "We believe the budget is more readily accepted if it's readily understood, and people often comment that the new budget is easier to understand."

DETAILED ANALYSIS OF MAJOR DIVISIONS

1955 BUDGET

GENERAL CONTROL

This Year	\$63,582.00
Proposed	\$82,430.00
Increase	\$18,848.00
% of Increase	29.6%

The General Control division of the budget shows an increase of nearly \$19,000. This is largely due to three factors. The sum of \$10,000 is included for the purpose of bringing the Board's appraisal of school buildings and equipment up to date. The present appraisal was made in 1940 and is now obsolete. Another new item lists \$5,500 for the salary of an Assistant Superintendent of Buildings and Grounds. The present Superintendent of Buildings and Grounds is to retire at the end of 1955, and it is essential that a new man be trained for the position. Salary for one additional clerical worker, needed for the administration office for several years, also accounts for some of the increase for General Control.

INSTRUCTION

This Year	\$1,692,243.00
Proposed	\$1,750,517.00
Increase	\$ 58,274.00
% of Increase	3.4%

The big increase in the 1955 budget will be found in the Instruction account which must provide for the salaries of 327 teachers and principals, 17.5 clerical workers, and 2 assistant librarians. As previously pointed out, ten and one-half teachers were added this year, and it is estimated that seven more will be needed next September. Provision for one additional clerk to serve the two senior high school guidance departments has been made in the Instruction budget. Additional funds have been allotted for the purchase of textbooks, library books, and supplies for approximately 300 additional elementary pupils. High school library book budgets have been slightly reduced in anticipation of reduced enrollment next fall.

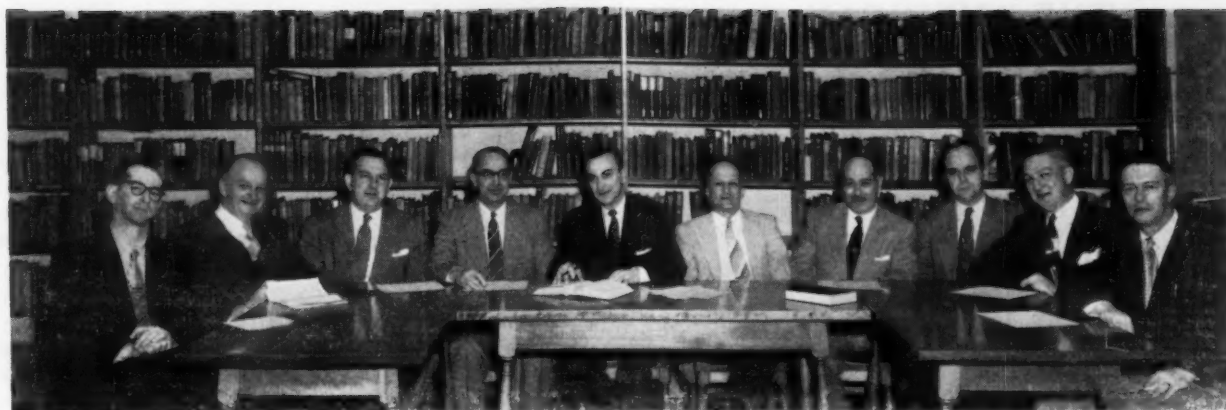
Budget allowances for school library purposes amount to \$13,550, but of this sum, \$6,575 will be returned to the Board of Education by the State in library aid.

To meet the need for an improved salary schedule for teachers, the Board of Education has placed the sum of \$27,500 in the Instruction budget. The proposed adjustments in the teachers' salary schedule would become effective in September, 1955.

The budget allowances for supplies of instruction have been increased in a few categories and decreased in others. The aggregate amount of these items is slightly higher than for last year. Included under Instruction we have a total of \$26,025 for the purchase of high school textbooks, rental books and supplies for resale in the high schools, and workbooks for resale in the grade schools.

11/1/54

Page 3 of the Green Bay budget, showing two major divisions on budget page for figures and for the series of explanations



THE BOARD OF EDUCATION, CENTRAL SCHOOL DISTRICT NO. 2

A school board with problems — Left to right: Max Altman; Emil Lepke; Leslie W. Bollman; Carl A. Hernberg, vice-president; Ben Miller, president; John C. Braun; Dr. S. Tannenbaum; William Mulkeen, clerk; Miles F. Furman; Rodney Terwilliger; Ben J. Cramer (not shown)

The Problems of a School Board

BEN MILLER

President, Board of Education
Central School District No. 2
Ellenville, N. Y.

The board of education of Central School District No. 2, situated in the southeastern part of New York State, took over the administration of the new central district with more than the normal number of headaches. This area, comprised of 28 former rural districts, became a "cause celebre" in the legal annals of the New York State Department of Education, because one of the 28 districts, which has an assessed valuation three times the total assessed valuation of the other 27 districts and was recently incorporated into a neighboring district (which then issued building bonds), was now placed by the Commissioner of Education in our Central District. After three years of litigation, our board of education and district won out.

Then Round Two came up! The main school was situated at Ellenville, N. Y. It was built to house 850 students. The new district had an enrollment of 1650 with the projected enrollment considerably greater. Five make-shift, inadequate quarters incorporating 18 classrooms were spread over the town. Six districts still had their one-room classrooms open.

The board immediately tackled a new building program. With much of the help coming from the P.T.A. and other organizations, a bond issue of \$3,100,000 was sold to the voters by a 3 to 2 margin. The new building will provide 32 new elementary and secondary classrooms, plus a new junior high school wing. The two old buildings will be entirely renovated for high school purposes and for additional junior high school use. Also provided by the plans are a new auditorium, gymnasium, cafeterias, shop, art, music, health, and other special rooms. A \$200,000 building reserve fund was added to make a total of \$3,300,000 available.

The numbers of hours and meetings

needed to bring the program to this point were lost track of long ago. The reserve building fund was added to the bond issue, and the specifications were advertised for bids. They came in higher than anticipated and Round Three started. What additions to make and what deletions to make? Again the midnight oil was burned. After much hassle, talk, discussion, and some sea-sawing, all was resolved satisfactorily. Contracts were signed and work started March 1, 1955, all work to be completed by September 1, 1956.

Now, Round Four. That took place concurrently with Rounds One, Two, and Three. What was Round Four? — teachers' salaries.

In 1947 the salary schedule in Ellenville for Union Free District No. 29 called for \$2,300 for a B.A. and \$2,500 for an M.A. as starting salaries. In 1948 it was raised to \$2,600 and \$2,800 respectively. In 1949 the minimum was set at \$2,800 and \$3,000 with six automatic steps to \$3,500, after which a complicated merit system went into effect until the maximum of \$4,600 was reached.

When the Central Board took over,

merit raises were abolished, a salary schedule of \$3,000 for a B.A. and \$3,200 for an M.A. set the minimum and \$5,775 and \$5,975 the maximum.

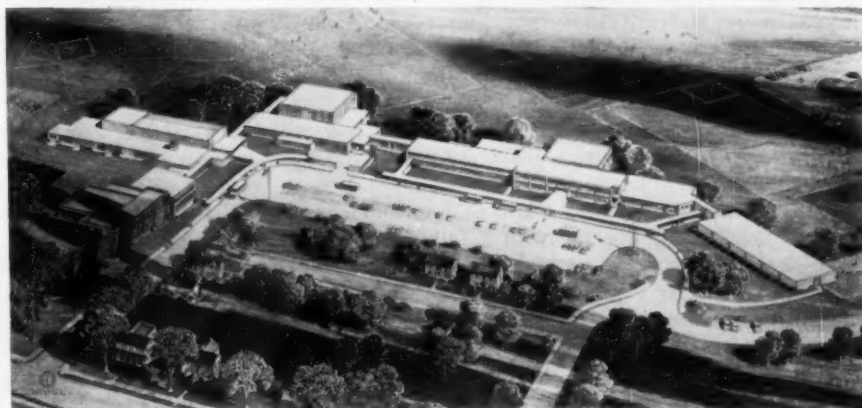
In February, 1955, a new salary schedule was adopted which will become effective September 1, 1955. The minimums will be \$3,600 for a B.A., \$3,900 for an M.A., \$4,200 for an M.A. with 30 points, and \$6,600 respectively. The board has indicated that the maximum would likely be raised within three years. A new supervisory staff salary schedule was also set up for the first time.

Elementary and secondary supervisors would start at \$5,750 for those with an M.A. and \$6,250 for those having 30 points beyond an M.A. The maximums will be \$8,500 and \$9,000 with \$500 yearly increments, except the last one.

The supervising principal's salary schedule calls for a starting schedule of \$9,000 and increasing \$750 a year till \$13,500 maximum is reached.

Our board is just starting to see daylight ahead, but is remaining in harness until the sun really breaks through!

Oh! for the life of a board member!



The Junior-Senior High School & Elementary School, Ellenville, N. Y. — Starett and Van Vleck, Reginald E. Marsh, and Howard C. Snyder, Associate Architects

THE AMERICAN School Board Journal

An Independent Periodical of School Administration

William C. Bruce, Editor

FUTURE OF ADVISORY BOARDS

CITIZENS Educational Advisory Committees, created through the deep concern of school boards for the growing needs and efficiency of public school systems in more than a thousand communities, have given evidence of effective service during especially the past three years. There has been a growing understanding of their functions and limitations, and there has been improved guidance through the professional school executives and the boards of education themselves. Greater effectiveness may be expected in the services of citizens committees because of an increased understanding of the principle "that a citizen has a right to question public officials and also to advise them."

As school systems become larger and their problems more complex, the necessity of an organized means of making an enormous reservoir of understanding and ability to be found in citizens of the cities and towns available to the legally established representatives. In the words of Prof. David S. Brown, of George Washington University, "the advisory board may well be the twentieth century way of coping with the problem of advising the established public officials." Certainly "the advisory board is a device by which more and more Americans can come to see their government in action, to understand the problems public officials face, and, in a limited way, to have a part in their solution."

It is to be hoped that boards of education will be obliged in the future to utilize citizens' committees less often to "put over" a building project or an increase in taxes, and to use them more often for genuine advice in problems involving broader educational services and fundamental principles of education.

DR. HUNT TO WASHINGTON

DR. HEROLD HUNT, who has had a remarkable career as superintendent of schools in Kansas City and Chicago, and who since 1953 has filled the chair of Eliot Professor of Education at Harvard University, has been appointed by President Eisenhower to succeed Nelson Rockefeller as undersecretary of the Department of Health, Education, and Welfare. In this office he will be the direct superior of Dr. Samuel Brownell, U. S. Commissioner of Education; he will be in an ideal situation to direct and build up the functions of the Office of Education.

Since its organization, the Office of Education has never had the privilege of working with a fully sympathetic and professionally understanding undersecretary. Dr. Hunt has shown extraordinary capacity as an administrator and as an educational statesman. He is by choice and personal inclinations a schoolmaster. He brings to his office a thorough understanding of the functions of the federal government in the promotion of education in the states and local communities. He has repeatedly shown his ability to work tactfully and effectively in a difficult political situation. In this job he

may be expected to render the most important service of his long and distinguished career.

MORE EQUALITY

THERE has been a curious dissimilarity in the attitude of school boards in handling the employment policies of teachers and noncertificated staff members. The teaching staff has always been treated more generously and circumspectly than the janitors, clerks, and maintenance workers. Not that the school boards have been as liberal as they might well be to maintain their teaching staffs and to attract young people to the teaching profession. It is a fact that teachers have enjoyed pension rights, salary allowances for absences due to personal illness and family difficulties, vacations, arrangements for group insurance, and other fringe benefits, for many years before these economic benefits of school employment were even thought of as applied to the nonteaching staffs. The extension of these advantages to the janitors, etc., all too often have been made grudgingly and after the service groups had been unionized and had brought the pressure which labor uses to gain needed concessions.

It may be suggested as a democratic principle of administration and as simple justice that *all* employees of city school systems should be treated on an equal basis in the betterment of pay and the added economic benefits.

ENCOURAGING NEWS

THE Texas State School Boards Association, in the August issue of its "Newsletters," prints a leading article under the title, "Texas School Boards Move Into Integration."

Since the July Newsletter report on official national and state-level actions on integration, local school boards throughout Texas have been extremely active in their study of, and action on, integration of the public schools.

Without attempting to report on specific board actions, the following trends or patterns seem to be emerging from across the state.

(1) In some districts where the Negro scholastic population is extremely small, immediate integration effective for 1955-56 seems to be a distinct possibility. The fact that one district in Texas operated as an integrated school in 1954-55 lends credence to this possibility.

(2) Certain school districts whose Negro population is relatively small in comparison with the white scholastic population are planning to continue Negro schools staffed by Negro teachers but give to pupils the right of free transfer. Consequently any Negro student who did not desire to attend a Negro school might enroll in a white school.

(3) Many districts in certain areas of the state, most of whom have a small percentage of Negro scholastics, or who have natural grouping of students in relation to schools, are planning to devote 1955-56 to a study of their problem and move toward some specific plan of integration in 1956-57. In these cases, local committees will be appointed to assist in making surveys and appraisals and arriving at recommendations for action.

(4) The fourth situation involves many districts with heavy Negro scholastic population or with peculiar problems. The boards of trustees of these districts will probably appoint committees to begin studying immediately the situation, but a relatively long period of time will be required before any move toward integration is made.

A finer expression of good will and conformity to law has not come out of a Southern state than the foregoing statement. Integration may require a decade, or even a generation, to be achieved in a majority of the Southern states, but a willingness to obey the law and improve educational and social conditions like the present is evidence of the essential integrity and patriotism of the Southern boards of education.

Experience is a great teacher, but she is slow and her tuition fees are exceedingly high.

It is right for a school administrator to mount upward and achieve the superintendency in a large city, but the man who falls from such an office has the deepest fall.

What difficulties program makers would have if professors made speeches only when they have something to say.

The Word
from
Washington



Preview of the White House Conference

ELAINE EXTON

As the year of discussion and appraisal of school needs at local, state, and regional meetings across the nation nears culmination in the White House Conference on Education, November 28-December 1, there is increasing speculation as to what the ultimate outcome of all this stocktaking will be. Many of the participants in these preliminaries are asking what the Washington meeting will be like and what can be expected to eventuate from this program which President Eisenhower has termed "the most thorough, widespread and concerted study that the American people have ever made of their educational problems."

It may be that like pebbles dropped into a quiet pond, the citizen interest and participation aroused through this series of educational gatherings will set in motion widening circles of influence leading to better understanding of educational issues and to school advances in hundreds of communities throughout America. But, until the White House Conference report is in and the President has responded to its presentations, the net gains in terms of meeting the nation's total education needs will not be clear.

Conference Goals

In the opinion of U. S. Commissioner of Education S. M. Brownell, the November "summit" conference will provide for "a sharing of experience and points of view on educational problems in a national focus rooted in widespread study and formulation of local and state programs by many thoughtful citizens." He sees it as an opportunity to:

Emphasize the importance of education to the national well-being;

Report on the progress being made in the several states;

Summarize the resources available and needed to keep American education operating at a level essential for national security and well-being;

Demonstrate clearly what the citizens of the states and territories can do and want to do to meet their educational needs;

Indicate whether citizens wish greater or less federal support or participation in various phases of education;

Give impetus to efforts to improve education.

Pre-Conference Homework

The White House Conference on Education "will be a working meeting, not a 'speak to' convention" according to official sources. Sessions will start early—at 9 a.m.—pause from 12:30 to 2 p.m. for lunch, recess at 5, reconvene again at 7:30, and continue on until 9 p.m. on Monday night and 10:30 p.m. Tuesday. There will be one free evening—Wednesday.

Participants will receive advance "homework" to prepare them for the Conference discussions. The 34-member Committee for the White House Conference on Education¹ headed by Neil H. McElroy, Procter

¹In addition to Chairman McElroy, the members of the White House Conference on Education Committee are *Finis E. Engleman*, Connecticut Commissioner of Education and *Committee Vice-Chairman*; *Mildred C. Ahlgren* (Whiting, Ind.), past president, General Federation of Women's Clubs; *Mrs. Rollin Brown* (Los Angeles, Calif.), president, National Congress of Parents and Teachers; *Ralph J. Bunche* (Kew Gardens, N. Y.), under-secretary, UN; *John S. Burke* (New York, N. Y.), president, B. Altman & Co.; *John Cowles* (Minneapolis, Minn.), president, *Minneapolis Star and Tribune*; *John A. Hannah*, East Lansing, Mich.), president, Michigan State College; *James W. Hargrove* (Shreveport, La.), vice-president, Texas Eastern Gas Transmission Co.; *Albert J. Hayes* (Silver Spring, Md.), president, International Association of Machinists; *Margaret Hickey* (St. Louis, Mo.), editor, Public Affairs Department, *Ladies Home Journal*; *Henry H. Hill* (Nashville, Tenn.), president, George Peabody College for Teachers; *Mrs. Oveta Culp Hobby* (Houston, Tex.), president, *Houston Post*; *Mildred M. Horton* (New York, N. Y.), past president, Wellesley College; *James R. Killian, Jr.* (Cambridge, Mass.), president, Massachusetts Institute of Technology; *Allan B. Kline* (Vinton, Iowa), past president, American Farm Bureau Federation; *W. Preston Lane, Jr.* (Hagerstown, Md.), former Governor of Maryland; *Roy E. Larsen* (Fairfield, Conn.), president, Time, Inc., and chairman, National Citizens Commission for the Public Schools; *Thomas Lazzio* (Patterson, N. J.), president, Local 300, UAW-CIO; *Joseph C. McLain* (Mamaroneck, N. Y.), principal Mamaroneck High School; *William E. McManus* (Washington, D. C.), ass't. director, Dept. of Education, National Catholic Welfare Conference; *Lorimer D. Milton* (Atlanta,

& Gamble Company President, has formed subcommittees corresponding with the six study subjects on the Conference agenda and has employed professional educators as consultants to bring together the available facts and point up the issues in each of these key areas.

Prior to the Washington meeting, each participant will receive a set of papers reviewing major aspects of these educational problems which have been developed by the subcommittees and approved in general outline by the full President's Committee. Questions based on these materials will be prepared to furnish guide lines for the discussions at the White House parley.

The subcommittee chairmen and their respective consultants and topics (arranged in Conference discussion sequence) are as follows:

What Should Our Schools Accomplish?

Chairman, James F. Killian, Jr., president, Massachusetts Institute of Technology; *Consultant*, Francis Keppel, dean, Graduate School of Education, Harvard University.

In What Ways Can We Organize Our School Systems More Efficiently and Economically?

Chairman, H. Grant Vest, Colorado Commissioner of Education; *Consultant*, Howard

Ga.), president, Citizens Trust Co.; *Don G. Mitchell* (Summit, N. J.), chairman of board, Sylvania Electric Products, Inc.; *Frank C. Moore* (Buffalo, N. Y.), president, Government Affairs Foundation, Inc.; *Herschel D. Newsom* (Tacoma Park, Md.), master, National Grange; *William S. Paley* (Manhasset, N. Y.), chairman of board, Columbia Broadcasting System, Inc.; *James F. Redmond* (New Orleans, La.), superintendent of schools; *Martha Shull* (Portland, Ore.), High School Teacher; *Frank H. Sparks* (Crawfordsville, Ind.), president, Wabash College; *Potter Stewart* (Cincinnati, Ohio), Judge, U. S. Court of Appeals; *Jesse G. Stratton* (Clinton, Okla.), past president, National School Boards Association; *Harold W. Sweatt* (Palm Beach, Fla.), chairman of board, Minneapolis-Honeywell Regulator Co.; *H. Grant Vest* (Denver, Colo.), State Commissioner of Education; *Mayme E. Williams* (Miami, Fla.), president, National Congress of Colored Parents and Teachers.

Secretary of Health, Education, and Welfare Folsom and U. S. Commissioner of Education S. M. Brownell are *Honorary Vice-Chairmen of the Committee*. The *Staff Director* is *Clint Pace*, of Dallas, Tex., formerly Southwestern Regional Director for the National Citizens Commission for the Public Schools. The Committee's address is Room 4054, Department of Health, Education, and Welfare Building—South, Washington 25, D. C.

Dawson, director, Rural Education Service, National Education Association.

What Are Our School Building Needs?

Chairman, W. Preston Lane, former Governor of Maryland; *Consultant*, William R. Flesher, Professor of Education, Ohio State University.

How Can We Get Enough Good Teachers—and Keep Them?

Chairman, Mrs. Rollin Brown, president, National Congress of Parents and Teachers; *Consultant*, Ray C. Maul, assistant director, Research Division, National Education Association.

How Can We Finance Our Schools—Build and Operate Them?

Chairman, Frank C. Moore, president, Government Affairs Foundation; *Consultant*, Edgar L. Morphet, Professor of Education, University of California.

How Can We Obtain a Continuing Public Interest in Education?

Chairman, Jesse G. Stratton, immediate past president, National School Boards Association; *Consultants*, Paul J. Misner, Superintendent of Public Schools, Glencoe, Ill., and Morris S. Wallace, head, Dept. of Educational Administration, Oklahoma A and M College.

Who'll Be Delegates

The White House Conference will be composed of about 2000 individuals, who, in conformity with Public Law 530, are "broadly representative of educators and other interested citizens from all parts of the nation."

A majority of the 1400 Conference participants will be designated by the states and territories. Each has been assigned a quota based on its population. The largest delegations will come from New York, California, and Pennsylvania, with respective totals of 123, 98, and 86 members. Ten is the minimum allotment for any state, 14 states falling in this category.

While the selection of their representatives is left to the states, the White House Conference Committee has suggested that these standards be observed in naming delegates:

1. Conferees should be as diversified as possible in terms of racial, religious, political, economic, and social backgrounds.
2. State delegations should not be "weighted" with single interests such as finance, schools, teachers, or curriculum.
3. Participants should be predominantly persons who took part in state and/or local conferences.
4. The ratio of appointments should be on the basis of two or more lay citizens for every educator.

Of the 600 additional Conference-goers, 300 will be invited from the various national organizations that have been co-operating closely with the program through a subcommittee set up to co-ordinate this work headed by Miss Margaret Hickey, editor of the Public Affairs Department of the *Ladies Home Journal*, with Mrs. Henry Grattan Doyle, staff consultant. The remaining 300 participants will consist of members of Congress with legislative interests in the field of education, foreign observers, and others chosen by the White House Conference Committee.

Travel Plans

Present arrangements make it possible for 1700 of the 2000 participants—all but national organization representatives—to travel to Washington at Government

expense. An appropriation of \$170,000 authorized toward the close of the first session of the 84th Congress will enable the White House Conference Committee to pay the cost of their first travel fare from point of departure to Washington and back. At the insistence of the Committee, government travel procedures are being simplified so that the conference-goer will receive a "Travel Request" form to present to his local ticket agent for conversion into the transportation accommodations needed.

Delegates are expected to pick up their own tabs for such personal expenditures as hotel rooms, meals, and taxis. For their convenience the Committee is reserving blocks of rooms at leading Washington hotels and will mail to each participant an explanatory letter listing these hotels, their locations and rates, together with a return form where they can indicate their preferences.

Locale of Conference

All Conference work sessions will take place in the Sheraton-Park Hotel located on Woodley Road and Connecticut Avenue overlooking Rock Creek Park, ten minutes from the White House.

The setting for the General Sessions will be Sheraton Hall, the hotel's new mammoth ballroom. In the four days of Conference proceedings, its entrance hall with deep red carpeting, its "grand foyer" papered in enlarged scenes from an Italian etching, its imported crystal chandelier lighting the main staircase, and the enormous mural with a gigantic American eagle dominating its far end will become familiar landmarks to Conference members.

In the Exhibit Hall beneath and in other rooms on the lobby floor, 200 delegate discussion panels will meet simultaneously around separate tables—three times Tuesday, twice Wednesday, and once on Thursday—to successively thresh out the six topics chosen for state and nationwide

study by the General Committee for the White House Conference.

The Main Program

The round-table discussions of the six educational problems "at the core of our school dilemma" will receive the lion's share of Conference time and attention. Two hours per topic, or 12 in all, are scheduled for this purpose. Moreover, each discussion session will begin with a brief review of background information by the chairman of the related White House Conference subcommittee. Time is also being set aside for hearing summaries of the discussion findings which will be reported to General Sessions of the Conference at appropriate intervals.

At registration—starting at 9 a.m. and continuing all day, Monday, November 28—each participant will receive a kit of Conference materials. This will include a description of his own role at the meeting and the number of the discussion table to which he is assigned for the duration of the event.

Chairman Neil McElroy will preside at the opening General Session on Monday evening when, if present plans carry, President Dwight D. Eisenhower will deliver an in-person message and Clint Pace, Staff Director of the President's Committee, will describe the Conference program. The new Secretary of Health, Education, and Welfare—Marion B. Folsom—is slated to give the closing address on Thursday. He will be preceded by U. S. Commissioner of Education, S. M. Brownell, who will talk briefly.

Discussion Arrangements

The procedures worked out for conducting the round-table meetings represent an interesting application of adult education discussion methods derived from group dynamics research.

Delegates will be assigned to the discus-

(Concluded on page 64)



President Eisenhower discusses the White House Conference on Education with (left to right) Neil McElroy, Chairman, Committee for the Conference; Mrs. Oveta Culp Hobby, former Secretary of Health, Education, and Welfare; and Roy Larsen, a committee member and chairman of the National Citizens Commission for the Public Schools.

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WHITE HOUSE PREVIEW

(Continued from page 62)

sion panels on the basis of such factors as geographic residence, occupational interests, and whether they have participated in one of the state conferences. Upon receiving a delegate's name from a State Governor, or an official designated by him, the White House Conference Committee will mail him a form requesting some biographical data which must be returned in order for an invitation and travel authorization to be issued. This information will be punched on IBM cards to assure a balanced cross section at each round table. To afford each member an opportunity to participate in the deliberations, 11 persons will be the maximum number at any table.

The President's Committee will select someone experienced in leading discussion to chair each group during the first session which will consider *What Should Our Schools Accomplish?* These chairmen will be thoroughly briefed in their duties and the techniques to be followed at a special orientation meeting for them Monday afternoon. They will be expected to pass on the procedural information acquired to their successors as each of the discussion panels is to select its own chairman for subsequent meetings. An important function of the discussion leader is to note down the conclusions reached and read his summarization to the group for rephrasing if necessary. An agreed report of the consensus should result.

After each round-table session, the 200 discussion leaders will assemble at 20 tables of 10 persons each to pool and summarize the findings. The 20 groups will then send their chairmen to represent them in further condensation of conclusions. For this appraisal they will gather at two tables which will each select a chairman. These two final chairmen will write the composite report that one of them will read at a General Session of the White House Conference—a procedure that will be repeated after the round-table discussions of all six topics on the Conference agenda.

Report for the President

The six consolidated summaries of the discussion meetings presented at the General Sessions of the Conference will be incorporated verbatim in the report which the White House Conference Committee will submit to the President "on the significant and pressing problems in the field of education," in conformity with Congressional law.

As visualized by Chairman Neil McElroy, "the report to the President will include recommendations in so far as they are possible for solution of some of our school problems and will probably suggest approaches or lines of thinking in connection with others." Recognizing that "the subject is too broad, the points of view too divergent to admit of easy answers or formulas," he has declared, "we do hope to point some directions, perhaps to lay down some suggested principles, possibly even to have specific answers to some of the specific problems."

The data developed at the White House Conference is one of three main facets that will go into fashioning this document which also will be based on the Commit-

tee's own studies and on the findings of the state conferences on education. The five states—Texas, Indiana, Virginia, Florida, and Utah—and one territory—Puerto Rico—which have elected to use state or territorial funds for holding their meetings have nonetheless agreed to furnish their reports to the President's Committee.

Some Expected Results

What will come of the upsurge in public interest in education stemming from the network of citizens conferences spawned in the nation during the past 12 months? Clint Pace, White House Conference Staff Director, says frankly: "No one really knows." I am personally optimistic, he told me, explaining: "I have faith that the people, if given a problem to solve, will generally come up with the answer. The results will depend on them. The report to President Eisenhower will, in large measure, reflect their views on what should be done to solve our school problems."

A PUPIL HEARING IMPROVEMENT PROGRAM

MARTIN TONN

Carroll, Iowa

For many years schools have been aware of the importance of visual and dental examinations as part of the school health program. And during the past few years more and more schools have become alerted to the vital importance of hearing examinations.

In Iowa, as in many states, state financial aid is available for special education purposes, including speech and hearing surveys and therapy. Funds to hire a speech and hearing therapist are available to school areas having at least 5000 daily attendance. This is usually a one-, two-, or three-county area, depending on population.

Annual hearing surveys and follow-up are conducted in most Iowa counties. Personnel are available from the State Division of Special Education to assist in the survey. Three people are usually on the "team"; one person conducts the group pure-tone audiometer tests; another gives individual audiometric examinations to referrals, and those children who fail to pass the group test. The third person checks the speech of the children.

In setting up the survey, the local speech and hearing therapist, or the special education supervisor first clears a date with the state office for the survey. A schedule is then made out, and proper testing rooms are arranged. The quietest and most easily accessible classrooms are chosen. If possible, an arrangement is worked out whereby class bells, and all noisy activities, such as band or vocal practice, are curtailed.

Usually, three schools are chosen in each county as testing sites. They are chosen according to geographic location and room

O. H. Roberts, Jr., president of the National School Boards Association, cites as one yardstick "the contribution that will come from the development of successful organization techniques and the training of leaders for future conferences."

The formation of groups of lay citizens and educators in localities where they did not previously exist, the building of a reservoir of public understanding and support for education, the growth of state and local action programs for better schools are some of the other outcomes mentioned.

The President's Committee hopes that the state and community committees will not disband when the White House Conference is over but will continue as an effective force for the improvement of education. If the citizen concern aroused in recent months is to produce tangible results, their leadership and teamwork will be needed to achieve the wise decisions on school affairs and workable solutions to current problems basic to educational progress.

availability. Nearby schools transport their students by bus. Parents bring in the children from rural schools. Transportation of students is kept to a minimum, however.

In our area, children in the third, sixth, and ninth grades are checked annually, plus referrals from any grade where the teacher or parent feels that the child may have a hearing problem. Before the survey, the teachers are alerted to look for signs of possible hearing problems.

How Tests Are Made

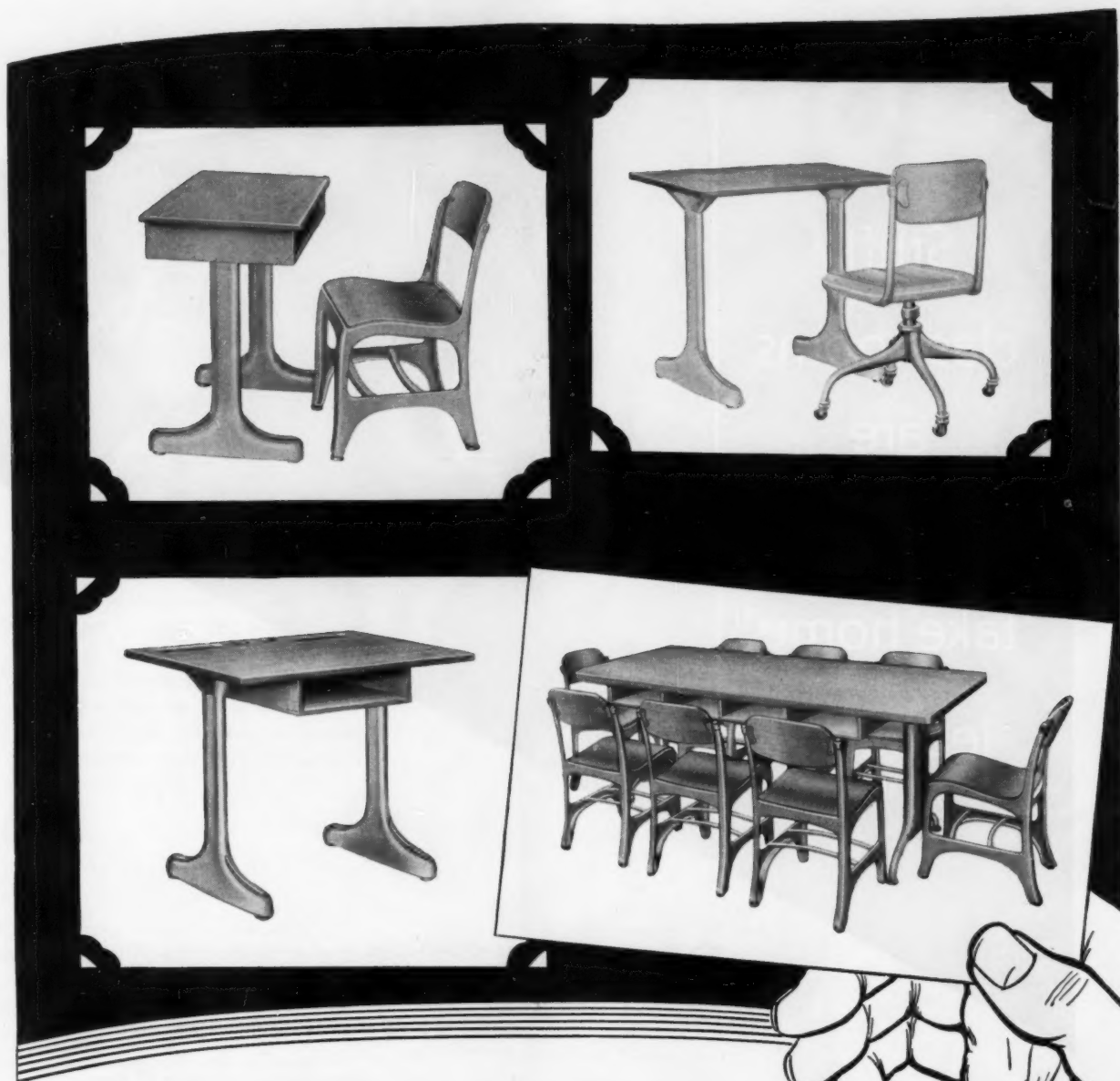
Every principal and teacher concerned is given a copy of the hearing schedule. When the first group of 40 children go into the group testing room, the referrals are checked on the individual pure-tone audiometer. Papers are checked after each group test, and those who failed to pass are then sent to the individual pure-tone room for a retest. Those children in grades three, six, and nine who are absent are tested later.

Due to the possibility of colds, or noisy rooms, no recommendations are made on the basis of the first test. Those who fail to pass the individual pure-tone test are retested on follow-up four to six weeks later. At the time of the follow-up test, the parents are invited to observe the testing. Barring a loss of hearing in the parent, the father or mother can graphically hear just what degree of difficulty the child has in reference to his hearing.

If a child drops to 30 decibels or lower in one or more frequencies, he is referred for medical examination. If he drops to 20 or 25 decibels, he is marked for a retest the following year. In cases of medical referral, the parent is given the original audiogram for the physician to examine and complete. The audiogram is then returned to the school. A copy of the audiogram goes to the teacher or principal, and appropriate educational adjustments are made. For example, a child with a fairly severe loss in the left ear, is seated near the teacher, with his right ear to the teacher.

Pamphlets are made available to teachers and parents of children with hearing difficulties. Some of the suggestions made to teachers are as follows:

(Concluded on page 68)



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A manufacturer succeeds in the measure to which he assumes his obligations to his customers. He who meets the responsibility of giving his patrons goods of integrity, authoritative in design, and fair in price builds lasting reputation. The Peabody Seating Company's faithful attainment of highest standards and the utmost in values gives to the schools of America a product that fulfills every obligation of manufacturing service. It is worthy of note that those who assume responsibility for Peabody service have the advantage of many years' experience in their particular line of work. We believe this record of service is unexcelled in this line of Industry.

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learning !



DO YOU GET DULL REACTIONS from your students during certain parts of the day? Then they're being robbed of much of their "take home" learning.

That's why it's so essential to have proper temperature and ventilation control *at all times!*

Student reactions will vary widely—depending on the time of day, the type of class, and the method of instruction. But the new Honeywell Schoolmaster Temperature Control System assures the proper conditions for classroom alertness throughout the day.

This new Schoolmaster System is a highly productive unit—one that plays an important, direct role in producing alertness and more "take home" learning.

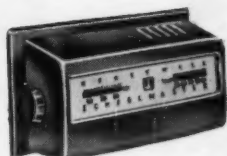
It includes a newly developed school thermostat for each classroom, plus an indicator panel for the principal's office which gives a finger tip report on all room temperatures.

With this system, you can accurately coordinate level temperatures and ventilation to create ideal conditions for brighter classes, and better learning.

The Schoolmaster is an exclusive Honeywell feature. It's designed for any school, whether it's a new or an older building. No major building alterations are necessary, as the wiring is simple.

For complete information, call your local Honeywell office, or write to Honeywell, Dept. AJ-10-66, Minneapolis 8, Minnesota.

New Honeywell Schoolmaster System makes temperature and ventilation control a "productive" item



● *A thermostat in each room makes temperature and ventilation control a part of teaching.* The Honeywell individual classroom thermostat is custom-designed for the instructor so that room temperature and ventilation can be matched to class activities.

● *An indicator panel gives the principal a finger tip report.* The panel shown here is for the principal's office and is wired to a special sensing element in the thermostat for each room. The principal can have a push-button temperature reading for *any room in the school.*



● *Special sensing elements provide added fire safety.* You have a constant fire sentry in the Honeywell Schoolmaster System, in addition to your regular fire protection system. You have fire sensing elements in each room, and in closets and storerooms, if you wish. These elements are wired to the principal's panel to help detect fires.

MINNEAPOLIS Honeywell

School Temperature Controls

112 OFFICES ACROSS THE NATION





MAGNETS HOLD states to Weldwood Chalkboard, permit direct visual comparison of growth of United States. Kids like this new way to learn! With Weldwood Aluminum Chalkboard Trim, shown, a neat installation costs less than any similar product on the market.

New magnetic chalkboard helps kids stick to their lessons



BUILT-INS of oak Weldwood Plywood save space, add beauty, cut maintenance in schoolrooms. Sink top and splash back are easy-to-clean Micarta®. Midland School, Rye, N.Y. Arch: Emilio di Rienzo and Warren S. Holmes Co.

Here's Weldwood Chalkboard—a wonderful new idea for schools and commercial installations! It doesn't "squeal" under chalk, is extra easy on the eyes, and it attracts magnets for highly effective visual aid teaching.

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and about Weldwood Plywood and Micarta ☐.

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PUPIL HEARING IMPROVEMENT

(Concluded from page 64)

The Teacher's Part

1. Any special consideration made for the hard-of-hearing pupil should be extended without calling special attention to the defect. No child likes to feel that he must be singled out for special attention because he is different from the group.

2. The child should be seated with his back to the light, and so that he is able to turn and watch the teacher or any pupil who may speak without having to face the light himself.

3. The pupil is encouraged to watch the face and gestures of any person who may speak.

4. The teacher is asked to face the pupil with a hearing impairment as much as possible while teaching, especially in making explanations or new assignments.

5. The teacher must avoid standing too close to the pupil who must lip read. He might have to tilt his head back to see the speaker's face. An awkward position will cause strain and fatigue.

6. It is advisable to allow the child to move freely about the room in order to hear what is going on.

7. The teacher should encourage the hard-of-hearing pupil to participate in all musical and physical education activities.

8. Everything possible should be done to help the pupil to maintain membership in the group and to develop a wholesome personality in spite of the hearing handicap.

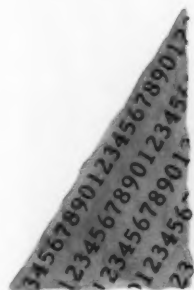
Upon the recommendation of an otologist, table model hearing aids are available from the state for use, without charge, to the child with a hearing impairment. If no other funds are available individual aids may also be supplied by the state, upon recommendation of an otologist.

In our three-county area, a total of 2316 children were tested last year. Of these, 1790 were found to have normal hearing on the group pure-tone. Thirty-six were marked for a retest the next year, and 192 were referred to follow-up. Of these 192, with follow-up almost completed, over 100 were referred for medical examination. The balance of students were referrals who checked out normal on the individual pure-tone audiometer.

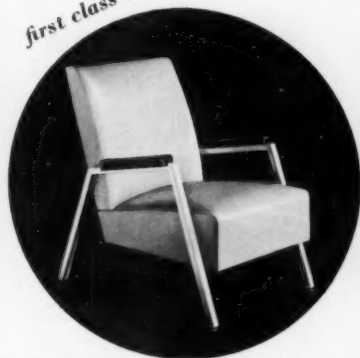
The reception of the school hearing programs has been most favorable. Educators and parents are appreciative of this service. At present, six table model hearing aids are in classroom use in this area. No longer is there any necessity for a child to grope through his formative years with a hearing problem that may become progressively worse. With modern scientific methods we can accurately measure a child's hearing. When discovered in time, medical attention can do much to clear up the problem. In many cases, if the loss is permanent, amplification can do much to help the child regain his rightful place in the sun.

HANDICAPPED PUPILS

A revised administrative policy has been adopted in Los Angeles, Calif., to govern more than 450 handicapped children in elementary grades. The new plan will establish a definite administrative organization of schools and classes for crippled and delicate, deaf, and hard-of-hearing, blind, and sight-saving and special pupils. The policy stipulates that the special schools must be located on separate sites, designed for an approximate enrollment of not more than 200 pupils each, and to be under the direction of specially trained personnel.



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No. 881-885 Settee and Chair Ensemble

This compact smart ensemble was rigidly constructed to endure heavy traffic. Gracefully arched arm rests of satin finished chrome outline the luxurious padding of this

impeccably tailored group. The settee comfortably seats three. Both pieces feature spring construction in reversible cushions. Equipped with self-locking floor glides.

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SCHOOL LAW NEWS

School District Property

A school board is vested with authority to select public school sites, subject only to the limitation that it cannot act arbitrarily or beyond the pale of sound discretion.—*Pike County Board of Education v. Ford*, 279 Southwestern reporter 2d 245, Ky.

There is no provision in the Iowa statutes for a county board of education or a school superintendent to purchase supplies with county money, similar to statutes with respect to the purchase of textbooks. I.C.A. § 273.13, subd. 5.—*State v. Elmore*, 70 Northwestern reporter 2d 166, Ia.

Where the North Dakota legislature has left to the discretion of the board of education the determination of the extent of area necessary for a schoolhouse site and ground, the exercise of that discretion is not reviewable in the court except where there has been a gross abuse of discretion or manifest fraud. NDRC 1943, § 15-2609.—*Board of Education of city of Minot v. Park Dist. of city of Minot*, 70 Northwestern reporter 2d 899, N. D.

The state of New York may withhold its school facilities altogether from use by non-scholastic groups or may make reasonable classifications in determining the extent to which the school shall be available for non-scholastic uses. N. Y. Education Law, § 414, subds. 3, 4, 6.—*Ellis v. Dixon*, 75 S. Ct. 850, N. Y.

A school district is authorized by statute to lease property both real and personal but such leases must be reasonable as to time.—*State ex rel. Rogers v. Milligan*, 69 North Western reporter, Second Series, 485, Wis.

Under ordinary circumstances a lease for 20 years of a school building would not create a present indebtedness of a school district for the aggregate amount of the rental payments.—*State ex rel. Rogers v. Milligan*, 69 North Western reporter, Second Series, 485, Wis.

Where land upon which a schoolhouse was to be constructed was owned by the district which proposed to rent the site to a company and proposed lease from the company back to the district and the district proposed to levy an annual tax sufficient to provide for rentals of the buildings which levy would be made each year respective of action of the voters, the provision was invalid.—*State ex rel. Rogers v. Milligan*, 69 North Western reporter, Second Series, 485, Wis.

Plans of specifications of a contract upon which a board of education is seeking bids should be made available to all persons who wish to bid thereon in order to enable them to compete on an equal basis and without favoritism. Code 1951, art. 77, § 71.—*Board of Ed. of Carroll County v. Allender*, 112 Atlantic reporter, Second Series, 455, Md.

School District Meetings

It is only when there are members of a school board voting both in the affirmative and the negative on propositions specified in the state statute that ayes and nays must be recorded. 24 P.S. § 5-508.—*Spann v. Joint Boards of School Directors of Darlington twp., Darlington Borough and South Beaver Tp.*, 113 Atlantic reporter 2d, 281, 381 Pa. 338.

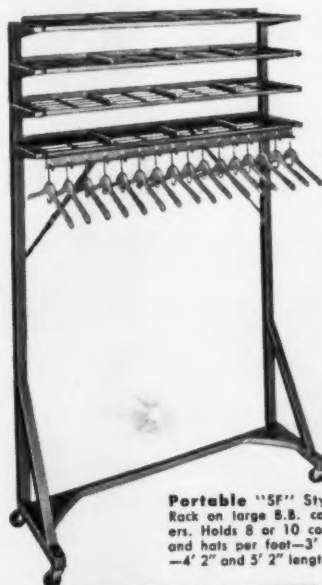
Where school board members, in reinstating a teacher in violation of the seniority rights of another, are activated by selfish motives or act through fraud, they may be charged personally with loss caused by their actions.—*Gorski v. School Dist. of Borough of Dickson City*, 113 Atlantic reporter 2d 334, Pa. Super.

Checker® COAT and HAT RACKS

Leading architects and outfitters specify Checker Wardrobe Equipment to save space and hold wraps in an efficient, sanitary and orderly manner. Hats rest on high ribs in slotted shelves. Spaced hangers keep coats apart, open to light and air, visible and instantly available. "Portable" units go wherever needed on large casters. "Stationary" units come on glides and can be anchored to floor. All are correctly engineered to interlock on left or right and to stand rigidly. They will never tip over, sag, sway, creak or wobble. Built for lifetime service of strongly welded heavy gauge steel and square tubing. Beautifully finished in modern baked enamel finishes. They are vermin-proof and fire-proof.



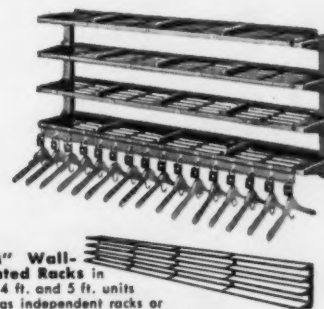
Portable "DF" Style Rack on large S.B. casters. Holds 8 or 10 coats and hats per foot—3' 2" —4' 2" and 5' 2" lengths.



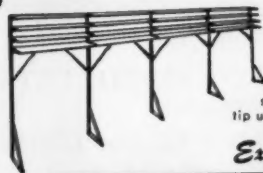
Portable "SF" Style Rack on large S.B. casters. Holds 8 or 10 coats and hats per foot—3' 2" —4' 2" and 5' 2" lengths.



Stationary DF Style without casters or cross braces. Units lock together to make continuous double faced rack of any length. Allow 2" for end columns, 3/8" for intermediate column.



"WM" Wall-mounted Racks in 3 ft., 4 ft. and 5 ft. units serve as independent racks or interlock to make continuous wall rack. Accommodate 4 or 5 persons per foot.



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<p>New add-on feature — shelves springlock to right or left of bracket arms to make racks of any desired length.</p>	<p>New "on hook" tags eliminate checking errors, speed service and prevent empty hangers from being knocked off bar.</p>	<p>New beautifully embossed lucite numbers snap onto shelves. Each hat and hanger space is numbered.</p>	<p>Checker Coat Racks can be quickly converted from hanger type to hook type.</p>
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District Taxation

Under amendments to the New York Local Finance Law respecting limitations on the amount of local indebtedness which may be contracted, the purpose was to increase the capacity of school districts to meet the need for school construction and school debt limits are now based on the full valuation rather than on assessed valuation. N.Y. Local Finance Law, 104, subd.d, 107; Education Law, § 416.—*Hill v. Board of Education of Central School Dist. No. 2 of Towns of Glenville, Schenectady County*, 140 N.Y.S. 2d 358, N.Y.Sup.

Teachers' Contracts

Compliance with the formal requisites prescribed by the state statute is essential to the validity of the teacher's or superintendent's contract, except in so far as the statutory requirements are directory only.—*Johnson v. Wert*, 279 Southwestern reporter 2d 274, Ark.

Where school board directors had voted to rehire the superintendent for two years, and had so notified him, and where the superintendent had obtained and signed a state prescribed contract form and obtained the signature of school board secretary thereto, but where the directors had then rescinded their previous action, and where the school board president never had signed the contract, there was no valid contract of employment between the parties. Ark. Stats. §§ 80-509 (d) 80-1304 (b).—*Johnson v. Wert*, 279 Southwestern reporter 2d 274, Ark.

The term "Education" includes the cultiva-

tion of morality as well as the attainment of knowledge and intellectual culture.—*Kaplan v. School Dist. of Philadelphia*, 113 Atlantic reporter 2d 164, 178 Pa. Super. 88.

Pupil Injuries

Where the "first base" was an ordinary square sack on a slippery floor of the school gymnasium, reasonable care required that the base be secured against sliding, and the school board was negligent where such type of base was used without securing against sliding.—*Bard v. Board of Education*, 140 N.Y.S. 2d 850, N.Y.Sup.

An instrument by which the applicant for a teaching job purported to assume all responsibility and to release the school board from all claim for liability in case of accident was not sufficiently express to exempt the school board from the consequences of its own negligence.—*Bard v. Board of Education*, 140 N.Y.S. 2d 850, N.Y.Sup.

Where an applicant for a teaching job had no choice but to forego a required examination or proceed as directed to bat soft ball and run to "first base" on a slippery gymnasium floor, she did not assume the risk of an accident.—*Bard v. Board of Education*, 140 N.Y.S. 2d 850, N.Y.Sup.

Where a student was injured while playing basketball in a high school gymnasium where there were eight basketball areas either contiguous to each other or overlapping, and all the areas were in use, with 48 boys playing basketball in an area 80 feet long and 43 feet wide, overcrowded conditions created a con-

dition of danger which the board of education should have reasonably anticipated, and the board could be held liable.—*Bauer v. Board of Education of City of New York*, 140 N.Y.S. 2d 167, N.Y.App. Div.

Accumulation of water in a slight depression caused by wear in marble flooring in the vestibule of a high school did not create a dangerous condition and reasonable care did not require the city board of education to prevent or remedy such condition.—*Dausend v. Board of Ed. of City of New York*, 138 New York Supplement, Second Series, 633.

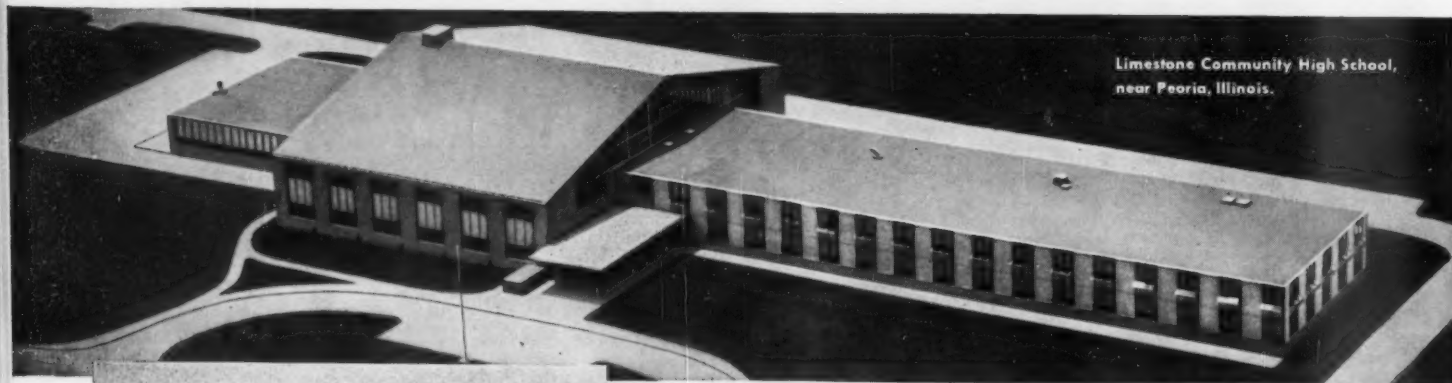
Rights of Teachers

The California courts should not imply legislative intent to deprive a teacher of his license without a prior opportunity to be heard, unless the court is impelled to do so by the plain language of the statute.—*Di Genova v. State Board of Education*, 283 Pacific reporter 2d 366, Calif. App.

The discretion of school boards in respect to the making of employment contracts with teachers is very broad, and the board ordinarily has the absolute right to decline to employ or re-employ any applicant for any reason whatever, or for no reason at all. Ark. Stats. §§ 80-509 (d) 80-1306 (a).—*Johnson v. Wert*, 279 Southwestern reporter 2d 274, Ark.

The California legislature has plenary power over teacher tenure. West's Ann. Education Code, § 13007.—*Di Genova v. State Board of Education*, 283 Pacific reporter 2d 366, Calif. App.

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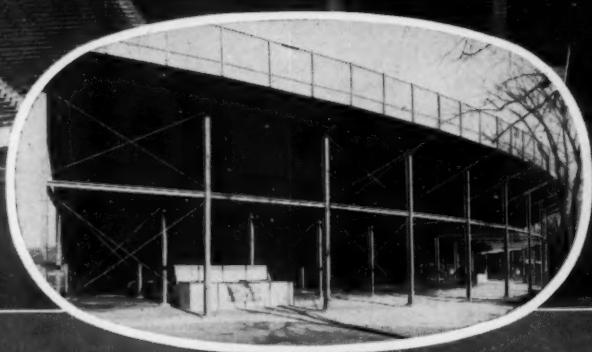
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School Administration News

RELEASING CHILDREN FROM SCHOOL

The Joint Committee on Health Problems in Education, representing the American Medical Association and the National Education Association, has recently prepared a statement concerning the release of children from school. The statement is intended to help school authorities and teachers safeguard children and to avoid some of the unhappy effects which have followed thoughtless releases:

The child is entrusted to the school by the

parent, not voluntarily, but because education is compulsory. Compulsory education is entirely consistent with the purposes of democracy and it places a grave obligation on school administrators to be completely assured of the validity of request for the release of children and of the identity of those who make the request. The general attitude of school administrators is that the school is responsible for the child, and responsible to his parent, and that the brief hours in school are of such importance to the growth and development of the child that they should be guarded from interruption.

The following general rules of procedure offer appropriate safeguards in the interest of the health and safety of children:

a) Children should be released from school only to their parents or to persons authorized by their parents. The school principal should check carefully to make certain that the person claiming to represent the parent is so authorized. The check may be made by tele-

phoning the parent for confirmation, or by having the child identify the caller.

b) Children should be released to police officers only if a warrant is issued.

c) In cases of family dissension (divorce, stepparents, grandparents of separated parents, etc.) the request often comes to prohibit one party of the conflict from taking the child from school. Such requests should be honored only if legal status is established. Permission should be given in certain cases for the person thus prohibited to see the child in the principal's office. The principal should remain close by. Great care, deep understanding, caution, and tact must be exercised by school administrators in these situations.

d) Children should be released for days of religious observance upon request of their parents. A note signed by the parent must be brought prior to the day of observance.

e) In the routine of some schools, children travel during school hours from their own to another school for such purposes as instrumental music lessons, or to clinics. Signed permission should be obtained from the parent for such individual abstentions before such trips are made.

f) Teachers should be instructed not to admit otherwise unauthorized visitors to the classroom without a note from the office. Signs on school doors should so instruct the visitor.

g) Principals should make every effort to prevent the use of school lavatories by the general public during hours when children are in school.

h) An elementary school child should be sent home only with the parent or with another authorized and reliable adult if the parent is not available.

i) Requests for released time for dental and medical appointments are honored. Mutual understanding on this point is essential among parents, physicians, dentists, and school administrators if the best interest of the child is to be served. Appointments after school and on nonschool days are desirable. Circumstances may make that impossible. "What is best for the child" is the determining factor.

j) School authorities should weigh each individual case because the school is obligated to protect the health and the safety of all its pupils.

It is recommended that these or similar procedures be made a part of board of education rules and regulations.

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Hamilton All-Purpose equipment transforms any classroom into an efficient area for science instruction.

Instructors' desks, student tables, storage cases, wall counters . . . all varying in size and accessories according to space available, students to be accommodated, and work to be done.

Multi-layered 1 1/4"-thick HAMILCORE top is a special feature—its high-bake black finish so resistant to solvents, salts, acids, and alkalis as to be near-indestructible. All-Purpose construction is choice Northern Hardwood in Blonde finish, with modern flush-overlap design. Substantial quantities of all items are in stock.

For planning help from a Hamilton Field Engineer, or our plan-it-yourself All-Purpose Catalog No. 215, write without obligation—



HAMILTON MANUFACTURING COMPANY • Two Rivers, Wisconsin

SCHOOL ADMINISTRATION

★ In Yoakum, Tex., a 50-piece band for Negro pupils was organized in 1954-55 and the high school band has been doubled in size.

Any attempt to integrate the races in the Yoakum schools will prove quite a problem, it is indicated, because both races are so much in love with their own schools that mixing the color lines is not at present possible. While the school authorities expect to end segregation shortly, it is possible that voluntary segregation may remain in force for many years to come.

★ Manton, Mich. The school board has voted to charge \$4 per high school student for book rentals. If the books are returned in fair condition at the end of the year one half the amount will be refunded.

★ Ashland, Ky. The board of education has ruled that any applicant scholastically entitled to enroll in the junior college, may enroll. This is the initial step in the integration of Negroes in the schools.

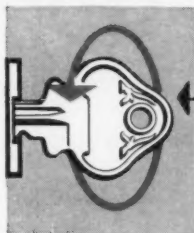
★ A textbook rental plan has been established in the Shawnee-Mission school district, in Johnson County, Missouri. Junior high school students will be provided textbooks and workbooks upon payment of an annual fee of \$8.

Last Word in elementary school wardrobes



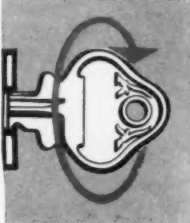
MEDART

New GRADE - ROBES



UNLOCK
and handle goes
up to unlock
all doors auto-
matically

LOCK →
with handle
pushed down,
and all doors
lock automati-
cally



†Grade-Robes for free-standing
or recessed installation are avail-
able for pre-built or steel bases,
or with legs.



*Patents pending.

- **Automatic Group Locking Control** . . . When master control is unlocked, individual doors can be opened and closed by the pupils.
- **Positive Pre-Latching** . . . When master control is in locked position, individual doors, whether gently closed or slammed, will lock automatically because of positive pre-latching.
- **Better Supervision By Teacher** . . . Orderliness, neatness, quiet, safety, and fool-proof protection is insured.
- **Ample Room In Less Space** . . . Flush installation requires only 16" deep unfinished recess. Cubic content of each classroom is reduced, thus contributing huge savings in building costs. Expense of finished walls, occupied by Grade-Robes* is eliminated.
- **Standard Interior Arrangements** . . . 3 different interiors for 4 to 6 pupils are available, plus teachers' wardrobe and bookcase units. All Grade-Robes are 22" wide; 15" deep, 60" high without legs.†
- **Heavy Duty Construction** . . . Rugged, precision-formed steel fabrication. Baked enamel finish in Desert Sand, Olive Green, and Gray.

New Catalog Gives Complete Details. Write!

SPECIFY the best, then INSIST on it!

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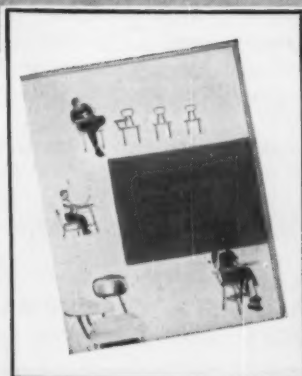
St. Louis 18, Missouri

Samsonite presents a totally new

Totally new in Color, Comfort and Line...



- * **4 BRILLIANT NEW COLORS**... Terra Cotta! Turquoise! Brown! Grey!
- * **NEW COMFORT-CONTOUR DESIGN** heightens student attention!
- * **NEW BEAUTY AND DURABILITY** with Hard Wood or Plastic work surfaces!



The Mobile Samsonite *Open Front Desk* gives maximum storage space! Forms related unit with matching *Pivot-Back* chair.

New Samsonite *Pivot-Back Chair* has silent, rubber-cushioned glides, kick-proof "spats". Pivot-back swivels *silently*, adjusts to individual body contours.

NEW CATALOGUE

New Samsonite Classroom Furniture Catalogue. Complete specifications on new Samsonite Classroom Furniture. Fully illustrated in color. Write Shwayder Bros., Dept. D-11, Classroom Furniture Division, Detroit 29, Mich. for a copy and for the name of your nearest distributor.

Makers of the famous Samsonite
Samsonite

concept in Classroom Furniture

actually aids the Educative Process!

Samsonite has created an entirely new concept in Classroom furniture...as exciting as it is practical.

4 Paint-Box Colors make classrooms bright and fun to work in! Tested on school officials in 30 states, the colors mix or match harmoniously, blend with every wall color!

Shaped for Tomorrow! The gracefully curved contours are posture-designed to build healthy bodies, make attention less tiring, learning more fun!

Miracle of Mobility! Mix these units, move them room to room, with never a conflict in color or contour.

Mischief-Proof! Aluminum "spats" on legs defy kick and mop marks! Desk-lid hinges and countersunk "bumpers" can't be loosened, even with a screwdriver!

It's Not Expensive! Samsonite actually costs *less* than old-fashioned furniture... because it's strongest, lasts longest!



A new note in schoolroom furniture, Samsonite's *Round Table* lends an informal, non-institutional look to the classroom!



For all group projects, Samsonite's colorful *Activity Table* with from one to six book boxes, (depending on size).



Samsonite's colorful *Lift-Lid Desk* is noiseless, slam-proof, tamper-proof. Fingers can't be caught between lid and book box.



Newness of line, brilliance of color, keynote Samsonite's *Teacher's Desk*. Maximum work and storage space! (Available in either single or double pedestal styles.)



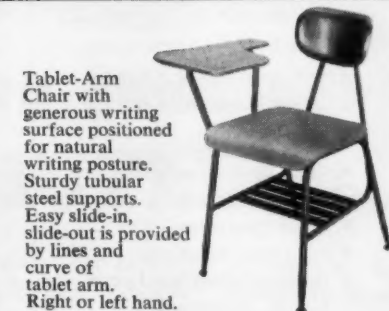
290 square inches of writing surface! New Samsonite *Tablet Desk Chair* plays multiple roles in classroom, meeting rooms, lunchroom.



Samsonite *Student Desk* can also serve as table. Several can be pushed together for group projects.



New Samsonite *Trapezoid Table* adapts in groups to endless combinations for varied schoolroom activities.



Tablet-Arm Chair with generous writing surface positioned for natural writing posture. Sturdy tubular steel supports. Easy slide-in, slide-out is provided by lines and curve of tablet arm. Right or left hand.



Plenty of leg room and storage space! The Samsonite *Shelf Desk* brings modern color, graceful lines to the classroom.

folding tables and chairs for every institutional use!

...the Classroom Furniture that's **STRONGEST...LASTS LONGEST!**

*Design and structural patents pending

SHWAYDER BROS., INC., Classroom Furniture Division, Dept. D-11, Detroit 29, Mich. Also makers of famous Samsonite Luggage and Card Tables and Chairs for the Home.



Designed to be
✓ BEAUTIFUL
Built to be
✓ PRACTICAL



R-W In-a-Wall Steel Wardrobes

Here, at last, is a radically new and different wardrobe designed to meet the ever-expanding requirements of today's elementary schools.

Space-saving Model 785 *In-a-Wall* Steel Wardrobes combine the convenience of quiet, individually operated flush doors—with the durability and functional beauty of all-steel construction. Each double-door section with roomy steel hat and coat rack accommodates up to 20 pupils.

Quickly installed, these easy-to-keep-clean *In-a-Wall* wardrobes may be combined with teachers' closets, supply closets or book cases. There's no wasted wall space. Cork bulletin boards, chalk boards and rails which may be attached to doors, come in various sizes and colors to compliment the mist green, desert sand or sea shell green finish of *In-a-Wall* units.

Your school can benefit too, with flexible, adjustable R-W *In-a-Wall* wardrobes. Write today for complete details. Installation is made by factory trained supervisors, and is fully guaranteed.

Only R-W In-a-Wall Steel Wardrobes give you all these advantages

- Effective ventilation
- Rigid steel construction
- Easy installation
- Quiet operation
- Full recess openings
- No obstructing hardware
- 6-way adjustment
- Perfect alignment
- Warp-proof



SUBING DOOR HANGERS & TRACK • FINE
DOORS & PARTS • GARAGE DOORS & EQUIP-
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• SCHOOL WARDROBES & PARTITIONS •

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SCHOOL EQUIPMENT DIVISION
Branches in Principal Cities

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TEACHERS AND ADMINISTRATION

SCHOOLS MEET TEACHER NEEDS

The Los Angeles city schools, unlike a majority of school systems in the country, have not been faced with a shortage of teachers with the opening of the new school year in September. Associate Supt. William B. Brown, personnel division chief, recently said that all classes were covered on the opening day.

The Los Angeles schools, the country's second largest employer of new teachers, has had definite success in meeting its needs for new teachers because of four factors:

1. One of the nation's top salary schedules, which pays inexperienced teachers \$400 monthly, and new teachers with experience up to \$520 monthly.

2. An expanded nationwide recruitment program which has resulted in hundreds of qualified teachers coming from other sections.

3. Career opportunities and advantages which are widely known throughout the nation.

4. Many cultural and recreational advantages available to teachers who are employed in the metropolitan area.

Most of the vacancies were filled with regularly accredited teachers who fully meet the standards. Less than 5 per cent of the total were filled with carefully screened provisional teachers who, while possessing a bachelor's degree and general teaching qualifications, do not have a regular credential. The latter are used in such fields as mathematics, science, and industrial arts.

OHIO PENSIONS

Retiring school teachers in Ohio are assured of higher pensions—in some cases a 100 per cent increase in benefits—under a law passed this year by the Ohio state legislature. Non-teaching school employees, including clerks and custodians, are also covered by the law.

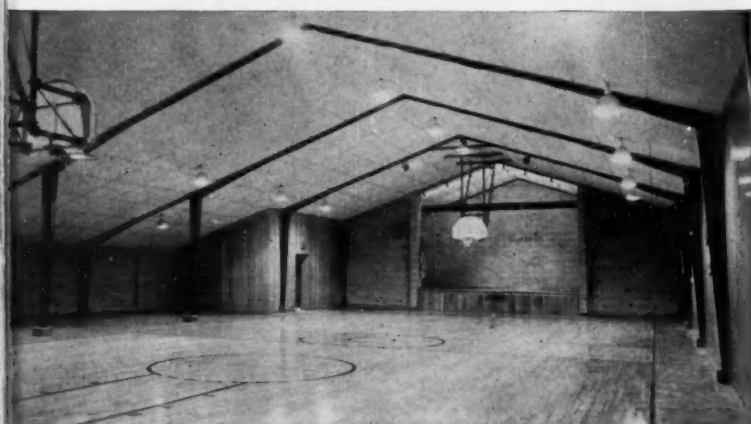
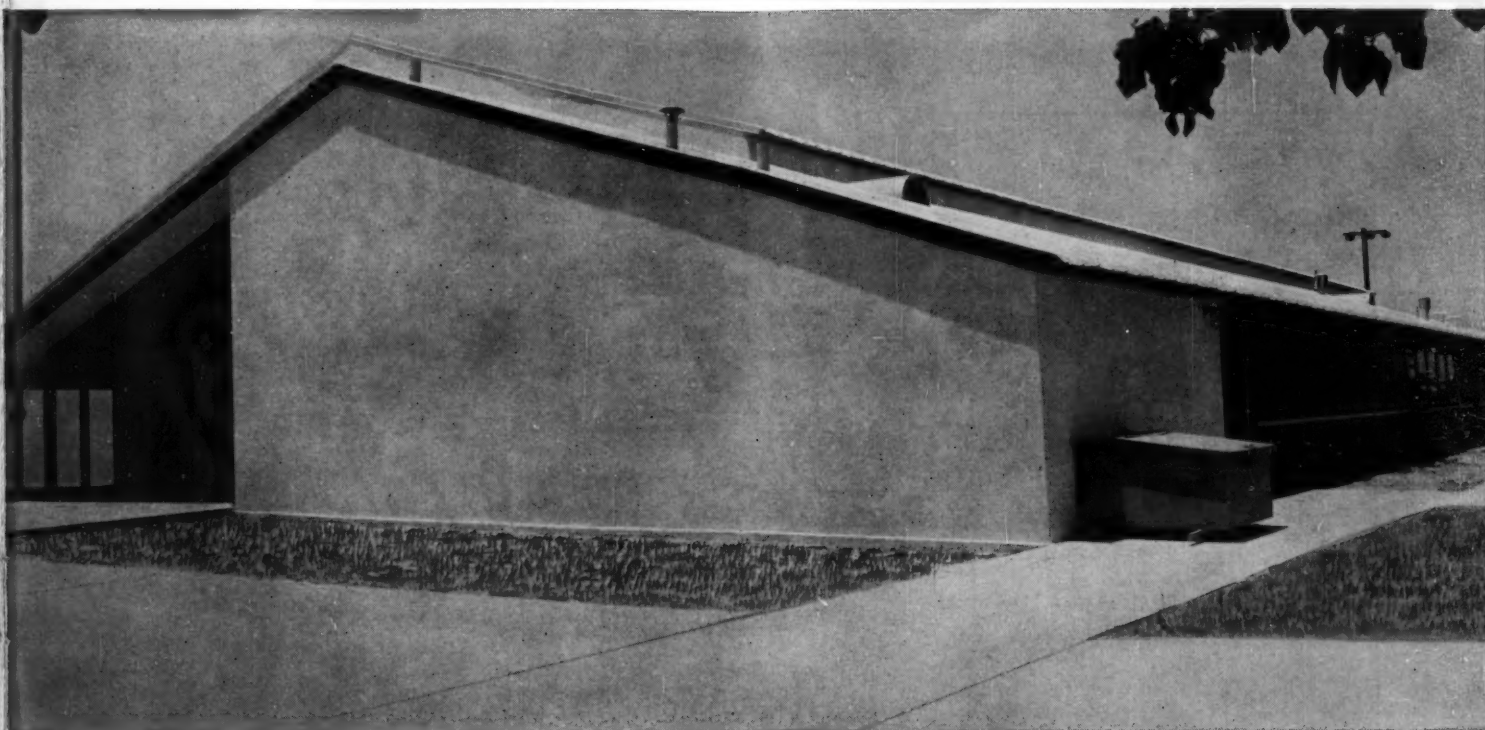
The program gives newly pensioned school employees an average 30 per cent increase over previous benefits, with survivors' benefits increasing by 50 per cent. Effective in July, 1955, the law benefits only employees retiring this year and in the future.

Under the law, the guaranteed minimum annual pension for teachers at retirement at age 65 amounts to \$63, multiplied by the number of years of service, so that it can amount to as much as 75 per cent of the average of the best five years' salary during the last ten years the employee worked.

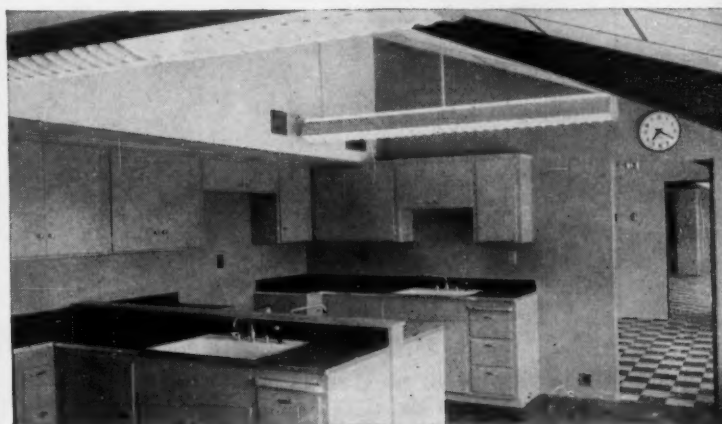
Widows of employees, who worked at least three years, will receive \$75 per month, plus a total of \$75 for minor children until they reach 18 years. Widows who are 50, and whose husbands worked 15 years or more, will receive \$100 per month, double the previous benefits.

A Cleveland school employee, who retires after 40 years, will be paid \$3,180, an increase of \$1,260. Most Ohio teachers, retiring after 40 years, will receive a minimum of \$2,520, compared with a previous pension of \$1,920. The highest paid teachers will receive \$3,780, while 60 per cent of the system's best teachers will be paid the top pension of \$6,300 for classroom work.

The passage of the law marks the end of a two-year campaign by the Ohio Education Association and other school-employee groups to liberalize the retirement program.



Interiors of Butler steel buildings permit most effective use of space. Note, easy-to-install insulation and space for portable bleachers.



Modern, sanitary kitchen shows adaptability and flexibility of Butler buildings. Here pupils are taught practical home economics.

You get modern good looks plus economy with **BUTLER** buildings

Modern, spacious new schools like the one above can be built at substantial savings with Butler steel buildings in combination with other materials. And what is just as important in these times of critical classroom shortage, the buildings can be erected in a fraction of the time it takes to build an

ordinary structure—sometimes in as little as six weeks! **Butler steel buildings are fire-safe**, of rigid, permanent construction, and flexible enough to be expanded quickly and economically to any size. Clear-span interiors permit room arrangements for greatest efficiency and comfort.

See your Butler dealer. He'll help you with your school building plans. And he'll show you how much faster and more economically your school can obtain the modern classrooms, auditorium, gymnasium, workshop or garage it needs by building with Butler. Contact him or send coupon now for more details.

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Recessed Model "C"
Also Available in Wall-Surface Model

For—
**Constantly Dependable
Drying Service—
Improved Sanitation—
Greatly Reduced
Drying Costs —
Cleaner Washrooms
With No Paper Towel
Fire Hazard
and Much Less
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Labor and Cost —
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ELECTRIC-AIRE

As efficient for hair drying as it is for hands or face. Dries hair quickly and thoroughly, right down to the scalp — aids in the prevention of colds, and class absences due to colds.

You Are Invited

Visit us at Booth 5 at the Association of School Business Officials Convention, at the Sherman Hotel, Chicago, October 16-20, for a view and demonstration of Electric-Aire, or write for detailed information.

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Dept. A-10, 209 W. Jackson Blvd.
Chicago 6, Illinois

AFTER THE MEETING

Fixed Star

If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion, or force citizens to confess by word or act their faith therein.—
JUSTICE ROBERT H. JACKSON.

TEACHING SPELLING

Teachers who have been vaguely hoping that phonetic spelling would some day end their troubles of teaching the spelling of our illogical English language, will not be happy at the strong setback which the phonetic spelling movement has received at the hands of the *Chicago Tribune*.

Under the leadership of the late editor and publisher, McCormick, the *Tribune* adopted a long list of simplified spellings. These were frequently objected to by Chicago teachers, who found their pupils insisting upon using the odd looking words found in the *Tribune*. The *Tribune* has now decided to return to accepted practice and is continuing to use only a few abbreviated spellings which are coming into common usage.

The inconsistencies of the English language are well stated in a bit of verse that appeared more than a hundred years ago in *Harper's Magazine*.

Write we know is written right,
When we see it written write;
But when we see it written wright,
We know 'tis not then written right,
For write, to have it written right,
Must not be written right nor wright,
Nor yet should it be written rite,
But write — for so 'tis written right.

Second Printing

The little boy was very insistent in his demands that the family spend its vacation exactly as it had the year before. When asked to explain this, he said:

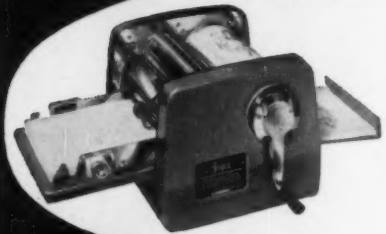
"Well, when school opens again I'm sure to be asked to write a composition about what I did on my vacation. It so happens that I held onto a copy of last year's."—*Wall St. Journal*.



"... but if we're so great, how is it we don't have good school boards like the U. S. A.?"

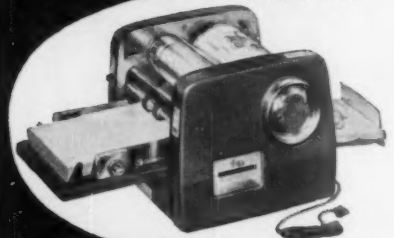
Heyer SPIRIT DUPLICATORS

Model 70
Manually Operated



...Can Do So
Much For You!

Model 76
Automatic Electric



Heyer Conquerors print hundreds of sharp, clean copies of anything typed, written or drawn... in so little time, with so little effort, at such low cost. Sales Letters, Bulletins, Forms, etc., in up to 5 colors at once, simply flow from these duplicators. They "Always Make a Good Impression."

FREE BOOKLET
TELLS HOW AND WHY



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Please send free booklet on the Conquerors and complete details. No obligation of course.

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SJÖSTRÖM

Library Ideas

the new MULTI-LEVEL DESK

Circulation Desk . . . Librarian's Desk . . . or simply the desk you have always wanted for yourself, this multi-level desk has multiple uses. Desk wing is 78" long x 32" wide x 29" high with top of rubbed maple, linoleum, or MICOLOR—the new Sjöström color touch in tough, attractive Formica.



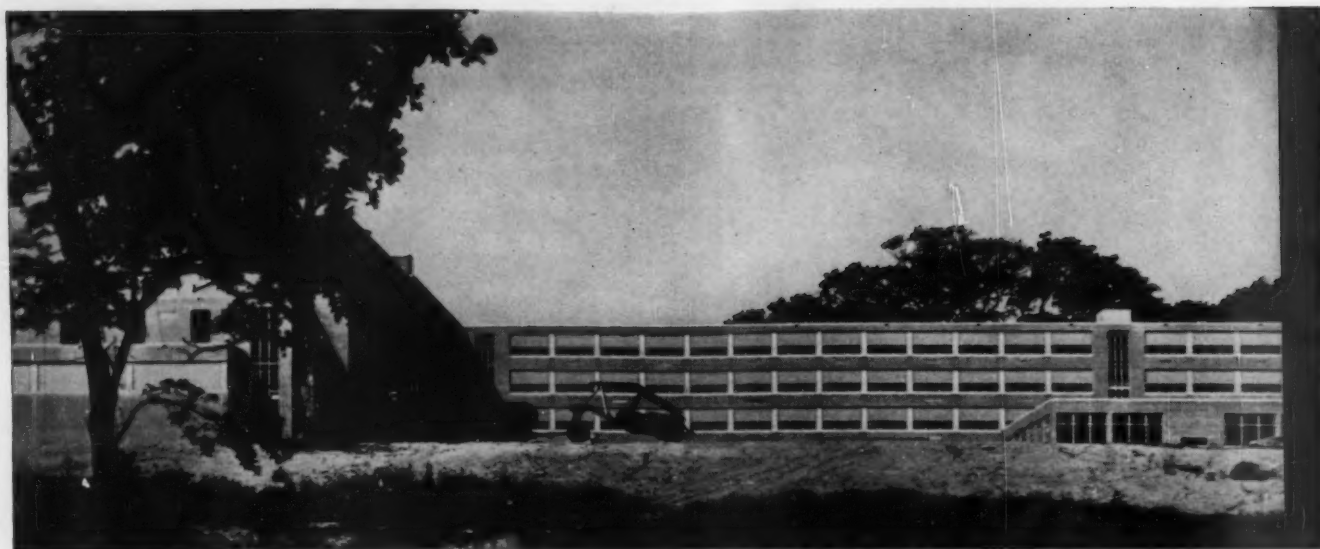
No. 282

Both pedestals have pull-out slide shelves. The two top drawers are 6" high x 14" wide x 17" deep. One drawer has 4 removable trays for 5" x 3" cards, the other has 2 removable dividers. The lower file drawer has removable steel bars for hanging letter or legal size file folders. The open book compartment is 11" high x 24" deep. The shelving wing is 66" long x 12" wide x 40" high. Shelf space adjacent to the desk wing is closed with sliding doors in contrasting colors. Standard equipment includes satin chrome hardware and legs with adjustable Protectile glides.



LIBRARY FURNITURE

John E. Sjöström Company, Inc., 1711 North Tenth Street, Philadelphia 22, Pa.



Maryland

Catonsville High School, Catonsville, Md. Architect: James R. Edmunds, Jr., Baltimore, Md. Contractor: Costanza Construction Co., Baltimore.

These deluxe windows give you a lifetime finish that never needs painting...plus the strength of steel!

Pennsylvania

Darby Elementary School, Darby, Pa. Architect: Horace W. Castor, Philadelphia. Contractor: Sidney Elkman, Philadelphia.





Michigan Fairview Elementary School, Lansing, Michigan. Architect: O. J. Munson, Lansing. Contractor: Granger Brothers, Lansing.

RESULT—*the lowest lifetime maintenance costs
of any windows on the market!*

Fenestra® Galvanized-Bonderized Steel Windows are made of solid bar steel sections, for the strongest possible window construction. Steel is noncombustible, and is the most fire-resistant material for windows . . . hardware never pulls off . . . steel offers ideal putty adhesion . . . no glass breakage resulting from expansion and contraction.

And all these wonderful qualities of steel are permanently preserved by an exclusive *double* protective coating. Super Hot-Dip Galvanizing alloys a thick

zinc coating with the steel. This is done in Fenestra's own special plant—the only one of its kind in the world. Then a process called Bonderizing adds a nonmetallic coating over the zinc. The result is a handsome silvery-looking finish that protects the windows for life, *without painting!* And the cost of this modern, durable finish is as little as the cost of two inside-outside field coats of paint. Imagine the year-after-year savings in painting costs alone!

*®



For complete information, contact your local Fenestra representative. He's listed in the yellow pages of your phone book. Or write for our free booklet on Fenestra Super Hot-Dip Galvanizing and Bonderizing. Detroit Steel Products Co., Dept. AS-10, 2256 East Grand Blvd., Detroit 11, Mich.

Fenestra



INTERMEDIATE WINDOWS

GALVANIZED-BONDERIZED-STEEL — THE STRONGEST MATERIAL, CORROSION-PROOFED FOR LIFE!

ARCHITECTURAL, RESIDENTIAL AND INDUSTRIAL WINDOWS • METAL BUILDING PANELS • ELECTRIFLOOR® • ROOF DECK • HOLLOW METAL SWING AND SLIDE DOORS

Illinois

Monroe Avenue School, Peoria Heights, Ill. Architect: Lankton & Ziegele, Peoria. Contractor: Mehlenbeck Bros., Peoria.



SCHOOL BUSINESS EXECUTIVES

NEW BUS STANDARDS

Riding the school bus will be safer and more comfortable for New York State's school children as a result of new school bus standards recently adopted by the New York State Board of Regents.

The increased standards for new school buses will not go into effect until January 1, 1956, in order to allow bus manufacturers an opportunity to conform to the new rulings.

Some of the major changes are: different front axle capacity specifications aimed at a safer front axle with a longer life; better brakes; larger and stronger bumpers, front and rear; heavier chassis; center rear emergency doors; pushout windshield, pushout windows on each side of the bus; greater escape space in each window; and stronger seats more rigidly attached to the body.

The new requirements, discussed at a three-day meeting of State Education Department staff members, school district representatives, delegates from state school groups, and representatives of school bus manufacturers, are positive steps toward making buses safer and require less maintenance and repair.

SCHOOL LUNCH FUNDS

The U. S. Department of Agriculture has announced an appropriation of \$83,236,197 to States, territories, and possessions for operation of the National School Lunch Program during the 1955-56 school year. The funds will be paid out in quarterly installments to those who have submitted satisfactory plans of operation for the program this year.

ACTIVITY FUNDS

The board of education of R-3, Hillsboro, Mo., is this year handling all activity, school lunch, and miscellaneous class funds. The change complies with a recent order of the State Department, which requires that school lunch funds must be transferred to the incidental fund by 1955-56. Activity and class funds do not come under the board's control until July 1, 1956. The change in the three funds was made this year in order to avoid confusion.

URGE STATE AID

A research committee of the Rhode Island Department of Education has proposed that the state provide \$700,000 a year to help cities and towns pay for new school construction. A 1954 survey indicated that there was a need for \$35,000,000 worth of new or renovated buildings and that an additional \$27,000,000 of new construction will be needed by 1960 to care for increased enrollments. This new construction will place a staggering burden on cities and towns and the state plan is intended to provide needed help in the cost of schoolhousing.

SCHOOL ADMINISTRATION BUILDING

The Committee on School Buildings of the Milwaukee, Wis., board of school directors has been asked to take steps toward the planning and erection of a school administration building. The building is to be planned as to size and design so that it will be suitable for efficient operation of all school board activities. The present building, a converted school building in use since 1914, has been found inadequate to meet the present and future needs of the schools.

DALLAS SCHOOL PROGRESS

New public school construction costs must average \$24,000 a day to keep up with the city's rapid birth rate, board of education officials announced.

Explaining the whopping 1955-56 school budget of \$28,544,522 and the 7-cent tax rate raise (partially for new schools) Board Finance Chairman Franklin E. Spafford offered these facts:

With 55 to 62 babies born daily in Dallas, it will take \$24,000 per day to keep up with the birth rate because elementary schools for 1000 children, plus land and furnishings, costs \$750,000. The average per student cost for instruction in the Dallas schools is \$220.46 for the year. In the past ten years the school system has doubled in students, buildings, and teachers. In 1945 there were 54,749 students, 60 schools, and 1495 teachers. By next June there will be 104,000 students, 130 schools, and 3600 teachers.

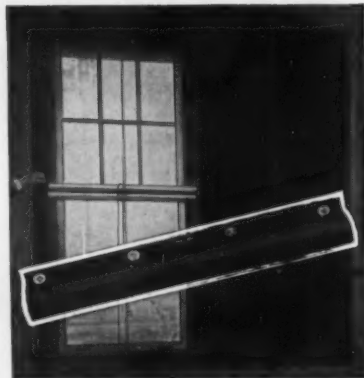
A record-breaking school budget of \$28,544,522 — carrying a 7-cent tax boost and an almost certain teacher-salary raise, has been announced. This budget to cover the 1955-56 school year, is designated to a 104,000 student-enrollment expense and to maintain the 130-school public school system until August, 1956. Part of this year's additional tax means \$50 to \$200 salary hikes for the city's 3600 teachers. In the total budget Dallas Independent school district taxes will bring in \$15,562,000. State payment will amount to about \$8,000,000. Other sources of income will come from tuition, auxiliary agencies, and school services.

★ RALSTON B. SHURTZ has been elected assistant superintendent of buildings for the board of education at Allentown, Pa. He succeeds W. G. Manley.

★ JAMES SHAW has been re-elected president of the board at Galena, Kans. JOHN O. STEVENSON was re-elected vice-president.

How Many Classrooms Will One Set of PAKFOLDS Darken?

**PORTABLE
PAKFOLDS
SERVE
BEST ...
COST
LESS!**



Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly ... no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

WRITE FOR COMPLETE INFORMATION AND FREE
SAMPLE OF PAKFOLD CLOTH

LUTHER O. DRAPER SHADE CO.

P.O. BOX 480

SPICELAND, INDIANA

Mitchell
FOLD-O-LEG
tables

**UNEQUALED
in
APPEARANCE
DURABILITY
STRENGTH**



**Convert any room
into a Banquet or
Group Activity Room ...
Set up or clear in minutes**

**QUICKLY FOLD or UNFOLD
for Changing Room Uses**



**MAXIMUM
SEATING
MINIMUM
STORAGE**

**USED IN
CHURCHES,
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INSTITUTIONS,
CLUBS, LODGES
AND INDUSTRIAL
PLANTS**

**TOPS OF MASONITE
PRESWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS**

TUBULAR STEEL LEGS

**EASY TO
SET UP**



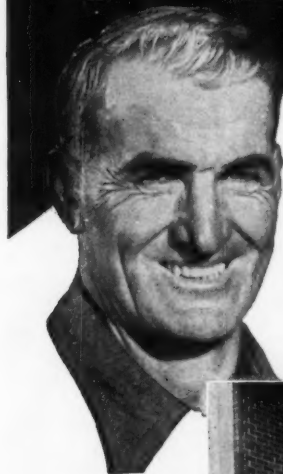
Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

2738 S. 34TH STREET • MILWAUKEE 46, WIS.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

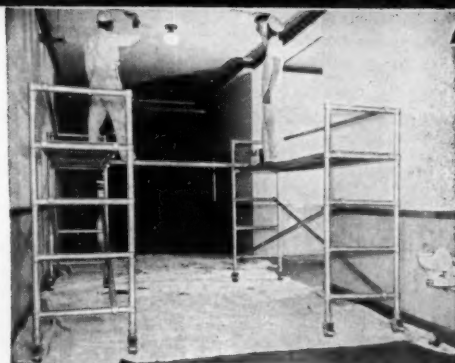


"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➡



UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



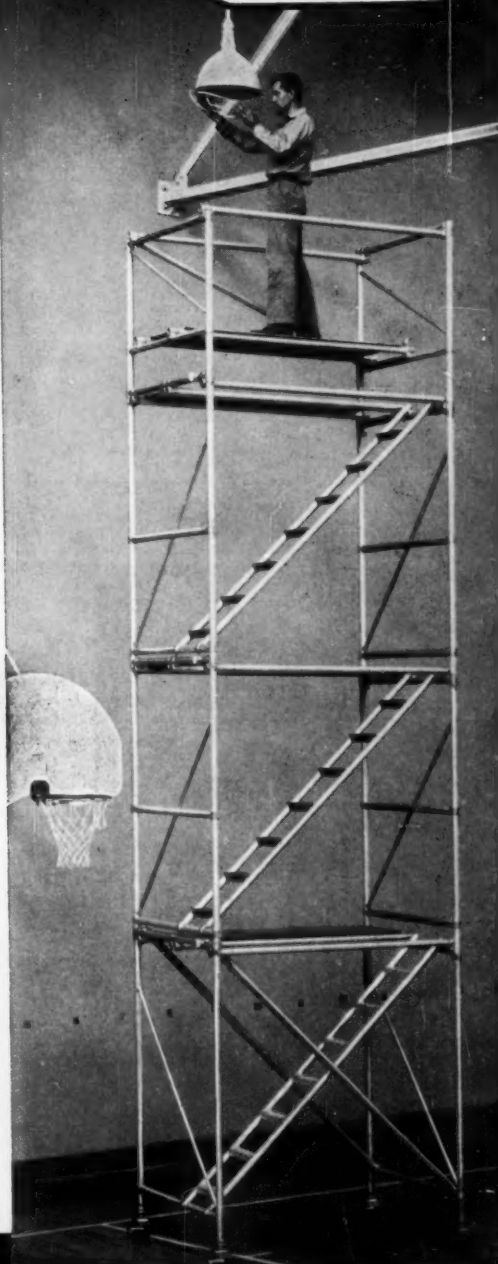
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

"UP-RIGHT" SCAFFOLDS

DEPT. 158 • 1013 PARDEE STREET • BERKELEY, CALIFORNIA
 FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

**NEW, FASTER, SAFER WAY
TO GET UP IN THE AIR
AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



UP-RIGHT TOWER SCAFFOLD Aluminum Alloy

SCHOOL BUSINESS PUBLICATIONS

Are School Buildings

Being Built Economically? Paper, 12 pp. Municipal League of Seattle and King County, 316 Marion Bldg., Seattle 4, Wash.

A report of a study of school building construction and comparisons of school building costs. The Seattle school district has spent more than 28 million dollars in recent years in its program of school building and rehabilitation and it faces a new program which will cost an additional 20 million dollars during the next decade. The report shows that square foot costs have fluctuated. The actual building costs for comparable buildings have gone up nine per cent during the period 1951-54. The square foot costs during this time have shown a decline of nine per cent. In other words, careful planning and administration of the building program have resulted in a decrease in costs of school construction of about 18 per cent for the period under study.

American School and University

Volume 27. Cloth, 1212 pp., \$7. American School Publishing Co., 470 Fourth Avenue, New York 16, N. Y.

This 27th consecutive, annual edition endeavors to present "the best current thinking, practice, research, and product material information" on the "planning, designing, equipping, maintenance, and operation of educational buildings."

Desegregation

In the Baltimore City Schools. Paper, 32 pp., The Maryland and the Baltimore Commission of Human Relations, Commission on Interracial Problems and Relations, 719 St. Paul Street, Baltimore, Md.

A digest of a study sponsored by the above two groups "to determine why the Baltimore School Com-

missioners decided to desegregate when they did, and in the way they did, and to learn how their policy was worked out."

School Equipment:

A Guide for Planning and Purchasing. By Samuel Crabtree. Paper, 18 pp., 75 cents. New England School Development Council, Spaulding House, 20 Oxford St., Cambridge 38, Mass.

"Procedures to aid in planning, co-ordinating, and purchasing fixed and movable furniture and equipment. Suggested specifications, budget planning, home-making room check list, scheduling contracts."

Doors

Exterior and interior solid Core Flush Doors. Paper, 12 pp. Architectural Woodwork Institute, Chicago 4, Ill.

An argument for and complete technical details of construction and specifications for (a) standard solid 5 or 7-ply doors, (b) flush framed core, 3-ply doors, (c) standard solid core, 5-ply doors, (d) flush mineral core doors, (e) flush "B" labeled wood fire doors, (f) sound insulating doors, (h) X-ray or lead lined doors, (i) grounded doors.

Better High Schools Faster

Paper, 39 pp., 60 cents. Metropolitan School Study Council, 525 West 120th St., New York 27, N. Y.

A terminal report of 16 schoolmen on desirable changes intended to bring about better high schools. The report contains a list of 11 principles which call for a change to insure better high schools.

Statistics of Higher Education:

Receipts, Expenditures, and Property, 1951-52. Compiled by Henry G. Badger and Mabel C. Rice. Paper, 101 pp., 35 cents. Chapter 4, Section II of the Biennial Survey of Education for 1950-52. U. S. Office of Education, Washington 25, D. C.

This report for 1950-52 includes statistical data on general trends in higher education, income and plant fund receipts, school property and unexpended funds, endowment and other nonexpendable funds. The report shows that the current income increased nearly 8 per cent, current expenditures a little over 10 per cent, capital funds by 44 per cent, and the total

of all property and funds increased by 23 per cent. In 1951-52 the educational and general income for all higher education amounted to \$2,020,878,169, which was 10.2 per cent more than the income reported for 1949-50. The total amount of the endowment and other nonexpendable funds increased 14.9 per cent, and the value of the physical plant increased 28.1 per cent.

Choosing Free Materials

for Use in the Schools. Prepared by Lanore A. Netzer. Paper, 24 pp., 50 cents. American Association of School Administrators, 1201 Sixteenth St., N.W., Washington 6, D. C.

This pamphlet for school administrators and teachers, offers suggestions for selecting suitable materials, either free or purchased. A check list is included to assist in the selection of free offerings.

Requirements for Plain Township

High School, Stark County, Ohio. Prepared by John Herrick, M. J. Conrad, A. E. Wohlers, and R. G. Drage. Paper, 37 pp. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

A guide to be used by the architect in the preparation of drawings and specifications for a new high school building.

State Accreditation of High Schools

Practices and Standards of State Agencies. By Grace S. Wright. Paper, 88 pp., 30 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

This study "is designed to make it possible for all States more easily to examine their practices and accreditation practices in the light of what other states are requiring and recommending."

Digest of Annual Reports

of State Boards for Vocational Education to the Office of Education. Paper, 48 pp. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

"Taken from the annual statistical and financial reports made by the States to the Office of Education showing the expenditures and work done in vocational education for the fiscal year ended June 30, 1954."

School Salaries

of Districts 2,500 to 30,000 Population. Price, \$5. Research Division, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A bulletin showing salaries of classroom teachers, elementary principals, high school principals, and school superintendents.

Teachers' Salary Schedules

in Districts of 2,500 to 30,000 Population. Bulletin No. 4, June, 1955. Paper, 43 pp., \$2. Research Division, National Education Association, Washington, 6, D. C.

This bulletin lists salaries in 225 urban school districts of 2500 to 30,000 population for 1954-55.

Is Your Child Ready?

Paper, 6 pp. The School District of Erie, Pa. A brief brochure on reading readiness, compiled under the direction of Miss Gertrude A. Barber, assistant superintendent. Attention is given to physical and social readiness.

A Look at Your School, Muenster, Texas

Compiled by H. Howard Homsley. Paper, 20 pp. Board of Education, Muenster, Tex.

A brochure telling in picture and story, the work of the Muenster public schools. The Muenster school district has approximately 180 square miles of territory, enrolls 643 scholastics, and has an assessed valuation of \$3,961,460. The school system has a unique arrangement for religious instruction and free co-operation with parochial schools.

Keystones of Good

Internal Administration. Misc. 20. By Ellsworth Tompkins and Galen Jones. Paper, 9 x 5 1/2 in., 15 cents. U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

For the high school administrator, this bulletin considers the personality and attitudes the successful school executive should possess to achieve harmonious relationships with his staff.

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NSBA COOPERATES

(Continued from page 8)

By thus subjecting the manuscript of the *Handbook* to careful study by representatives from the co-operating organizations in every state, all possible viewpoints will be brought to bear, and the greatest degree of practical utility arrived at.

Final Steps

Every school district in America will ultimately be affected by this *Handbook*. That is the reason for describing the project in some detail, but in nontechnical language, for readers of the *JOURNAL*. School boards, especially, will need to study the *Handbook* as they adopt the basic policies with respect to financial accounting in their respective districts which will be carried out by the local administrators and their staffs.

It is fitting that the National School Boards Association has been involved co-operatively in the planning and preliminary drafts of the *Handbook* manuscript. It is even more important that the several state school boards associations make it a point to be adequately represented at the regional conferences when they are held next winter to discuss the *Handbook* in detail as to its local applications.

Following the regional conferences, the U. S. Office will again revise the manuscript and then call a second national conference of the co-operating agencies, probably in August, 1956, to resolve any remaining differences.

Correction and Apology

In listing the members of the executive committee of the National School Boards Association on page 46 of the August *JOURNAL*, the name of the immediate past president, Jesse G. Stratton, of Clinton, Okla., was inadvertently omitted.

National School Boards Association Symposium Speakers

As this issue of the *JOURNAL* goes into the mails, the NSBA Symposium to Explore New Approaches to the Problems of Public Education is being held in Kansas City, Mo. Approximately 190 invited delegates, guests, and speakers from 48 states and the District of Columbia are participating. It is hoped that a report of this meeting may be included in the November *JOURNAL*.

Of particular interest at the moment are the speakers from various areas of American life who will provide background material for the discussion groups of school board leaders and professional educators. Speakers at the Symposium will include:

On questions of over-all man power: Dr. Henry David, executive secretary, The National Manpower Council, Graduate School of Business, Columbia University.

On problems of psychiatry and human relations: Dr. Robert G. Foster, The Menninger Foundation, Topeka, Kans.

For the field of medicine: Dr. Joseph C. Hinsey, director, New York Hospital, Cornell Medical School, New York, N. Y.

For the field of engineering: Fred H. Meyer, Methods Engineering Council, Pittsburgh, Pa.

In the area of economics and finance: John Haskell, vice-president, New York Stock Exchange, New York, N. Y.

In the area of mass media communication: Victor Sholis, vice-president and director, Station WHAS-TV, Louisville, Ky.

For the field of education: Dr. Paul J. Misner, superintendent of schools, Glencoe, Ill., and president-elect, American Association of School Administrators.

In the field of architecture: William W. Caudill of Caudill, Rowlett, Scott and Associates, Architects-Engineers, Bryan, Tex.

For the military: General Maxwell Taylor, chief of staff for the Army, Washington, D. C.

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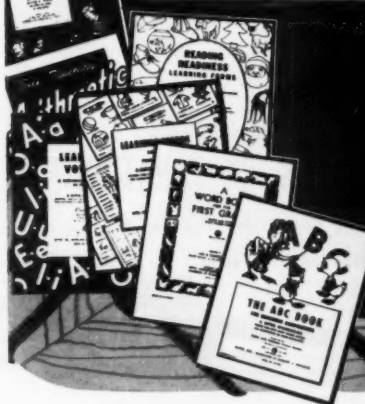


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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of July, 1955, permanent school bonds for school construction purposes were sold in the amount of \$161,436,000. The largest sales were made in:

Arizona	\$ 1,751,000	Minnesota	\$ 1,984,000
California	36,395,000	New Jersey	3,683,000
Illinois	22,034,000	New York	16,574,000
Iowa	1,834,000	Ohio	14,327,000
Louisiana	13,465,000	Oklahoma	3,026,150
Massachusetts	1,760,000	Texas	5,937,000
Michigan	11,285,000	Washington	10,557,000

As of August 27, the average yield of 20 bonds was 2.60 per cent.

SCHOOL CONSTRUCTION

During the month of August, 1955, contracts were let in 11 Pacific Coast states, for 124 school buildings, to cost \$38,961,856. Further projects, in the number of 153, were reported in preliminary stages, at an estimated evaluation of \$108,129,932.

Dodge reported contracts let in August, 1955, for 709 school buildings in 37 Eastern States at a contract value of \$153,207,000.

SCHOOL BUDGETS

- ★ Sutter County Board, Marysville, Calif., approved a budget of \$2,666,549.
- ★ Arcadia, Calif. Adopted budget of \$2,621,542.
- ★ Burbank, Calif. Approved budget of \$7,031,961.
- ★ Sioux City, Iowa. Approved \$4,761,900.
- ★ Parma, Ohio. Adopted \$3,376,000.
- ★ Los Angeles, Calif. Approved \$149,370,787, an increase of \$10,428,396 over 1955.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction ¹	August, 1955	\$153,207,000	\$231,242,000
School Building Construction ²	August, 1955	38,961,856	62,101,092
Total School Bond Sales ³	July, 1955	161,436,000	133,008,395
Latest Price, Twenty Bonds ³	August 25	2.60%	2.58%
New Construction Expenditures ⁴	July, 1955	266,000,000	260,000,000
Construction Cost Index ⁵	August, 1955	613	611
Educational Building Permits, Valuation ⁴	May, 1955	115,300,000	42,400,000
Wholesale Price Index ⁶	August 26	110.5	110.0
U. S. Consumer's Prices ⁶	July, 1955	114.7	114.2
Total Population of the U. S. ⁷	July 1, 1955	165,248,000	165,250,000

*Compiled September 6, 1955.

¹Dodge figure for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴Joint estimate, Depts. of Commerce and Labor.

⁵American Appraisal Co., Milwaukee.

⁶U. S. Dept. of Labor.

⁷U. S. Dept. of Commerce.

★ The Manatee County, Fla., board adopted \$4,923,727.

★ The Napa County, Calif., schools approved budget of \$4,120,556.

★ St. Petersburg, Fla. Adopted \$10,687,760.

★ LaMesa, Calif. Approved \$2,890,715.

★ San Diego, Calif. Adopted \$26,538,000.

★ Vallejo, Calif. Approved \$5,329,993.

★ Hammond, Ind. Approved \$7,258,555.

★ Tulsa, Okla. Approved \$11,573,992, an increase of \$1,366,706.

★ Grand Rapids, Mich. Adopted \$8,076,266.

★ Springfield, Ill. Adopted \$4,970,534.

★ Waterloo, Iowa. Approved \$4,038,495.

★ Kanawha County, W. Va. Adopted \$10,200,000.

★ San Jose, Calif. Approved \$8,681,760.

★ Richmond, Calif. Elementary district adopted \$5,870,500.

★ Sequoia, Calif. Adopted \$2,881,779 for high school district.

★ Redwood City, Calif. Approved elementary school budget of \$3,438,527.

★ Lincoln, Neb. Approved \$6,481,605, an increase of \$609,877.

★ Redwood City, Calif. Adopted \$2,993,376 for elementary school district.

★ The North Carolina State Board of Education has adopted a budget of \$122,126,725 for the school year 1955-56. This figure compares with an expenditure of \$117,340,518 for the school year 1954-55.

★ Cincinnati, Ohio. A general operating fund budget of \$21,796,305 for 1956 has been set up by the board of education. It represents an increase of \$2,352,060 over 1955.

★ Wilmington, Del. Adopted \$4,949,748.

★ Hamilton, Ohio. Adopted \$3,403,404 for 1956.

★ Parma, Ohio. Approved \$3,376,800.

★ East Baton Rouge, La. Adopted \$7,000,000.

★ Sioux City, Iowa. Approved \$4,761,900.

★ Gary, Ind. Approved \$10,939,739.

★ Inglewood, Calif. Adopted \$2,395,799.

★ Topeka, Kans. Adopted \$3,750,800.

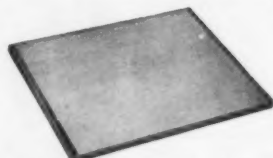
★ San Bernardino, Calif. Adopted \$8,446,936.

★ Whittier, Calif. Adopted \$4,491,723.

★ Louisville, Ky. Approved \$15,878,887, an increase of \$361,627 over 1955.

★ Corpus Christi, Tex. Approved 6.5 million dollar budget.

★ Oakland, Calif. Adopted \$21,619,775, and added another \$3,000,000 if additional money becomes available.



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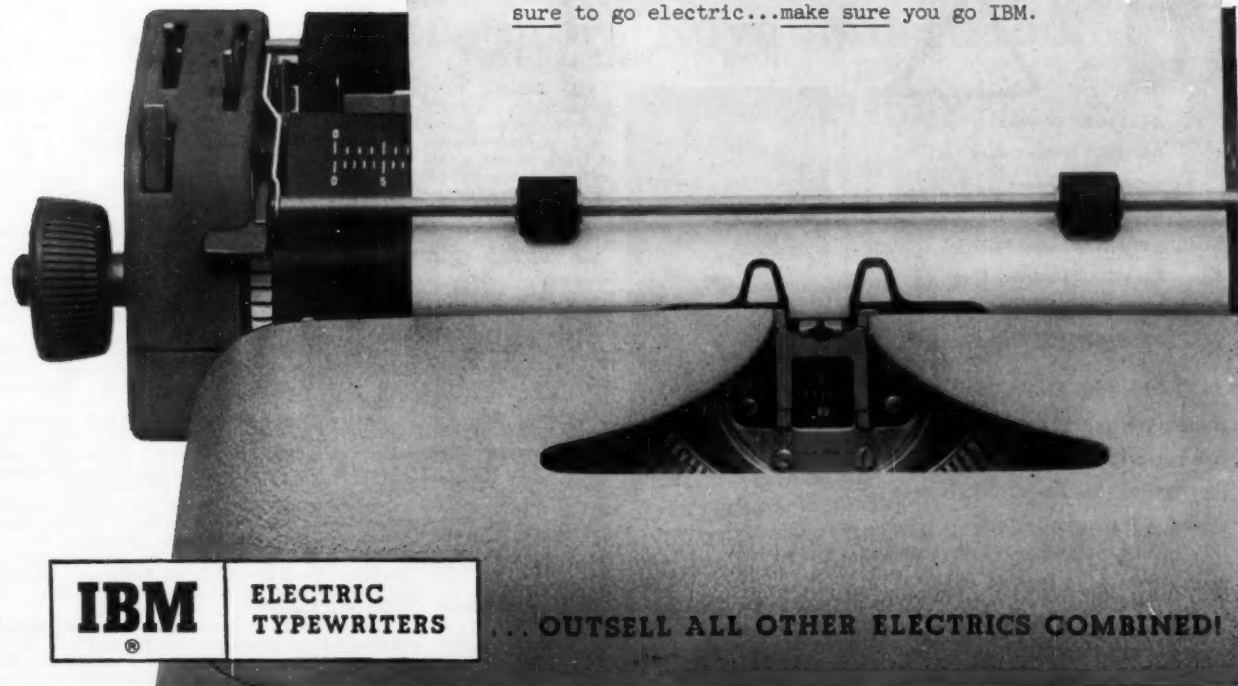
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PERSONAL NEWS



MR. HAZLETT ELECTED

The board of education of Kansas City, Mo., has elected James A. Hazlett as superintendent of the city schools, to succeed Dr. Mark Bills. Mr. Hazlett, a native of Kansas City, who received his B.S. degree from Kansas City Teachers College and M.A. from the University of Kansas City, has just completed his doctoral dissertation at the University of Kansas. He has been a teacher and elementary school principal in the local schools, and was named director of research in 1951.

He has one son, a student in the Paseo High School.

His contract is for three years.

The unanimous election by the board, followed long consideration of numerous candidates from various parts of the United States. In a public statement to the local press, Mr. Hazlett said that he hopes to create administrative stability in the school system, and to get the school machinery going very quietly, effectively, and dependably.

HUNT TO WELFARE POST



Dr. H. C. Hunt

Prof. Herold C. Hunt, of Harvard University, was appointed September 2 as under-secretary of health, education, and welfare. Professor Hunt, 53, a former superintendent of schools in Chicago, succeeds Nelson A. Rockefeller.

Prof. Hunt was superintendent of schools in Kansas City, Mo., from 1940 to 1947, when he resigned to go to Chicago. A native of Michigan, Dr. Hunt received his bachelor and Master's degrees from the University of Michigan, then earning his Doctor of Education from Columbia University.

PERSONAL NEWS OF SUPERINTENDENTS

★ ROBERT McNUTT, of North Fairfield, Ohio, is the new superintendent of schools at Jefferson.

★ KENNETH LECKRONE has been elected superintendent of schools at Williamsburg, Mich.

★ WESLEY E. HAWK, of Janesville, Minn., has taken a position at Dennison University in Granville, Ohio.

★ L. D. CULVER, of Weyauwega, Wis., has accepted the superintendency at Seymour.

★ SUPT. EARL F. CALCUTT, of Central Falls, R. I., has been re-elected for another term, at a substantial increase in salary.

★ HAROLD F. HOFFMAN, of Leonia, N. J., has taken over his duties as superintendent at Livingston. His successor is JOSEPH H. VOLLMER, formerly vice-principal at Leonia.

★ DR. VIERLING KERSEY, a former superintendent of Los Angeles, Calif., has been elected first vice-president of the San Fernando Valley Youth Foundation and chairman of its fund-raising committee. The Foundation plans to raise \$600,000 for a youth center and civic auditorium in Los Angeles.

★ ROBERT P. MOSER, superintendent of schools, Joint School District, No. 1, Columbus, Wis., since 1949, has accepted an appointment as staff associate with the Midwest Administration Center at the University of Chicago. M. A. PATCHETT, superintendent of schools at Seymour, Wis., has been elected to succeed Mr. Moser.

★ Commissioner of Education, S. M. Brownell, has appointed J. DAN HULL as Director of the Instruction, Organization, and Services Branch, and JOHN R. LUDINGTON as Chief of the Secondary Schools Section on the staff of the Office of Education.

PERSONAL NEWS OF SCHOOL BOARDS

★ LIONEL L. BOOTH is the new president of the board at Muskegon, Mich. WALTER M. BROOKS is a new member of the board succeeding Dr. Walter B. Steele.

★ BRADLEY YOUNG has been re-elected president of the board at Mitchell, S. Dak. LYLE NELSON was named vice-president, and CLARE H. SHEPARD, clerk.

★ W. E. BODEKER is a new member of the board at Fort Wayne, Ind., succeeding Joseph E. Kramer.

★ J. P. CRUICKSHANK is the new president of the board at Roanoke, Va.

★ MRS. ROBERT M. STANDLEY has been appointed a member of the board at Gary, Ind., for a four-year term.

★ ALBERT NISS has been re-elected president of the board at Fairmont, Minn.

★ GEORGE TEALE is the new president of the board at Marlette, Mich. ROBERT WILLIS was named secretary, and JAMES SULLIVAN, treasurer.

★ MILTON F. STELZER is the new president of the board at Stoughton, Wis. STENER HALVORSON was named treasurer, and Dr. F. B. HENDERSON, clerk.

COMING CONVENTIONS

October 1-2. Indiana School Boards Association, Purdue University, Lafayette, Ind. Secretary: Dr. M. A. McGhehey, School of Education, Indiana University, Bloomington, Ind. — 300-400.

October 4-5. Michigan Association of School Boards, Kellogg Center, Michigan State University, East Lansing, Mich. Secretary: S. H. Sixma, Room 3, Kellogg Center, Michigan State University, East Lansing, Mich. — 600. Exhibits.

October 7-8. Texas School Boards Association, Driskill Hotel, Austin, Tex. Secretary: Roy M. Hall, 1872 Terrell St., Beaumont, Tex. — 200. No exhibits.

October 9-11. New England Association of School Superintendents, New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, High School Bldg., Somerville, Mass. Exhibits: O. M. Talbot, 36 Shaw Road, Bridgewater, Mass. — 1000.

October 11. Associated School Boards of South Dakota, Huron, S. Dak. Secretary: James W. Deacon, Aberdeen, S. Dak. — 200.

October 17-19. North Dakota School Officers' Association, Paterson Hotel, Bismarck, N. Dak. Secretary and exhibits: D. B. Allen, Walcott, N. Dak. — 100.

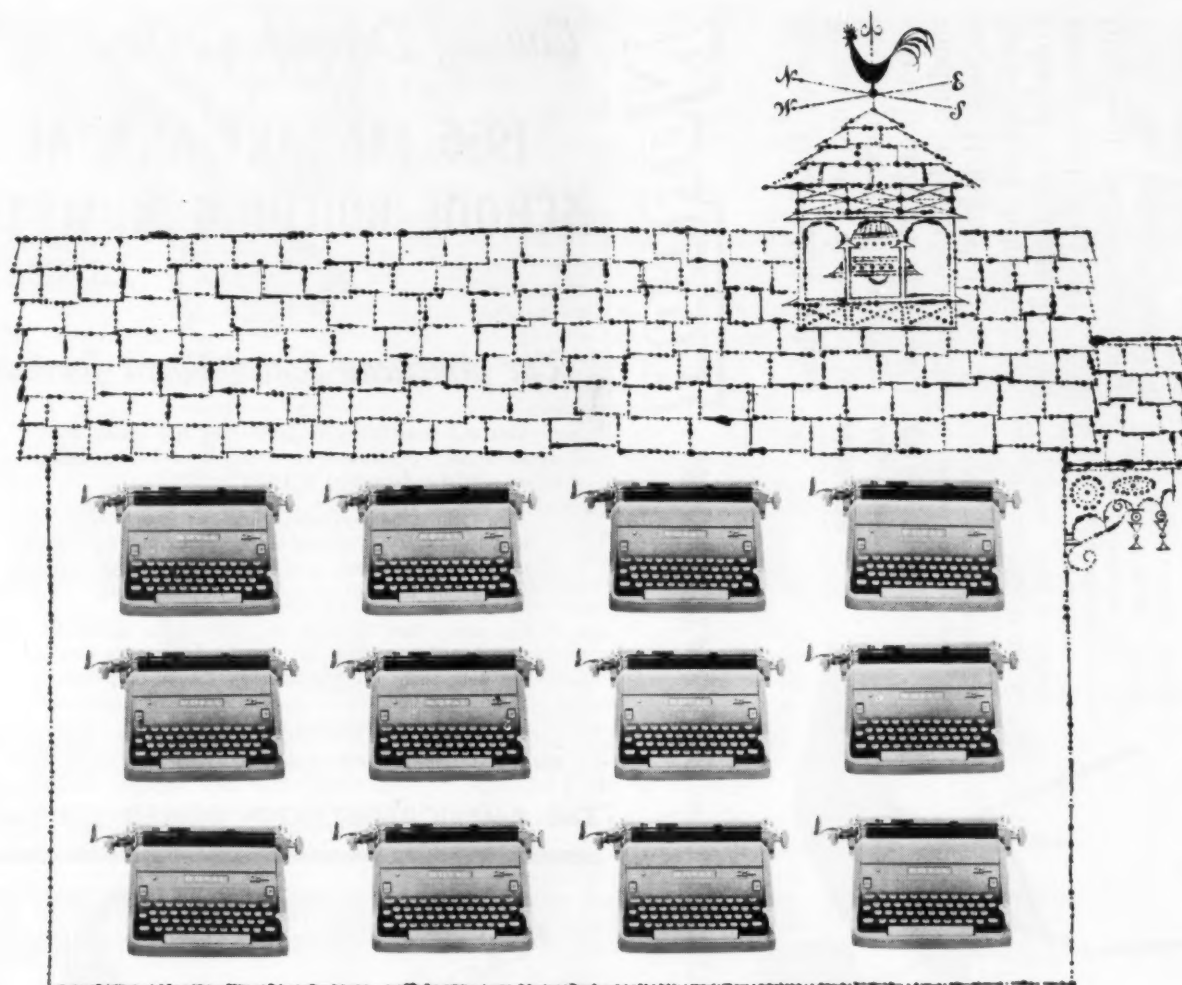
October 16-20. Association of School Business Officials, Sherman Hotel, Chicago, Ill. Secretary: Harley W. Anderson, 703 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits. — 1000.

October 20-22. California School Boards Association, Hotel De Coronado, Coronado, Calif. Secretary: Dr. Lawrence B. White, P. O. Box 891, Long Beach, Calif. Exhibits: Mrs. Helen Putnam, 900 B Street, Petaluma, Calif. — 500.

October 21-22. Pennsylvania State School Director's Assn., Wm. Penn Hotel, Pittsburgh, Pa. Secretary: P. O. Van Ness, 222 Locust St., Harrisburg, Pa.

October 24-26. New York State School Boards Association, Inc., War Memorial Auditorium, Syracuse, N. Y. Secretary and exhibits: Everett R. Dyer, 170 State St., Albany, N. Y. — 2800-3000.

October 26-27. Virginia School Boards Association, Jefferson Hotel, Richmond, Va. Secretary: Dr. B. J. Chandler, University of Virginia, Charlottesville, Va. Exhibits: R. K. Lee, Richmond City Board of Education, Richmond, Va. — 500.



Why are there more Royals in schools than any other typewriter?

FROM a classroom point of view, Royals are easier to teach on and easier for the student to learn on. They are the preferred typewriter in America's classrooms.

From an administrative point of view, Royals stand up under rugged classroom use. They take less time out for repairs; so maintenance costs are reduced.

As for service, Royal maintains more than 900 service centers able to give you prompt, efficient, accurate help, if needed.

ROYAL®

STANDARD, ELECTRIC, PORTABLE TYPEWRITERS

Roytype® business supplies

Royal Typewriter Company, Division of Royal McBee Corporation

In addition, Royal offers free instructional demonstrations and provides students and teachers with a wealth of typing and teaching aids.

In business, Royals are preferred 2¼ to 1 by people who type. It all adds up to this: you'll want your school and your typing classes to use the World's Number 1 Typewriter!

CLIP COUPON

Royal Typewriter Co.
School Dept., New York 16, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

Name _____

School _____

City _____ State _____

Coming December 20 . . .

1956 JANUARY ANNUAL SCHOOL BUILDING NUMBER

of

The American School Board Journal

You and your fellow administrators and school board members are planning to spend three billion dollars on school construction in 1956!

That's three billion reasons why you won't want to miss the big 1956 Annual Building Number for information and guidance in spending those dollars wisely and getting the best educational plant possible.

For more than 50 years the Annual has served the school building needs of public schools. It's first in the field today, and more than 25,000 Top School People will look for its expert coverage of educational planning and construction in 1956.

NOTE TO SUPERINTENDENTS: Make sure every member of the Board has his copy too!

THE AMERICAN SCHOOL BOARD JOURNAL

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SCHOOL BOARD JOURNAL for OCTOBER, 1955

NORCOR

modernline - tomorrow's school furniture — TODAY

Norcor Modernline School Furniture was designed to keep pace with modern school architecture and modern educational techniques. It is the classroom furniture of tomorrow — colorful, comfortable, informal and extremely mobile, — in perfect harmony with the bright cheerful classrooms.

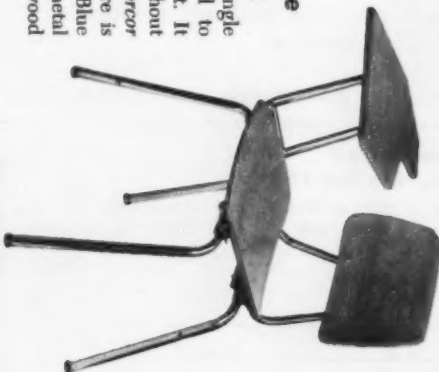
NORCOR Modernline CHAIR DESK

Functional and beautiful, too! Comfort and good school posture were the first consideration in designing the *Modernline*. This chair desk is perfectly balanced, posture correct, light in weight and extremely sturdy. The large, oversize desk top, trapezoidal in shape, provides more than enough writing surface.



NORCOR Modernline TABLET ARM CHAIR

Note the perfect writing angle of the tablet arm, shaped to provide ample arm support. It is available with or without underseat book rack. *Norcor Modernline School Furniture* is available in Turquoise, Blue Gray, Coral or Chrome metal finish, with natural plywood seat, back and desk tops.



Write for Catalog Today! • NORCOR MANUFACTURING CO., INC. • Green Bay, Wisconsin

STACKING DOUBLE-DESK

A two-pupil stacking desk designed to meet the needs of classrooms requiring economical



Direct Prices & Discounts to Schools, Churches, Clubs, Lodges and All Organizations



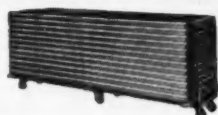
Full line of folding chairs



Above: Transport-Storage Truck No. TSC

MONROE TRUCKS

Transport and store your folding tables and chairs the easy, modern way with Monroe All-Steel Trucks. Each truck is designed to handle either tables or chairs. Construction of Truck No. TSC permits storage in limited space.



Right: Transport Truck No. TF



WRITE FOR BEAUTIFUL NEW CATALOG, No. 300, PRICES AND DISCOUNTS

THE Monroe COMPANY
6 CHURCH STREET, COLFAX, IOWA

A Sound Investment

Surfacing Play Areas With Walk-Top Pays Off
Walk-Top (a factory-compounded asphaltic product):

- reduces danger of playground accidents
 - minimizes wear on clothing, equipment
 - lowers expense of building maintenance
 - increases life and service of playground
- Write for full details.

AMERICAN Bitumuls & Asphalt COMPANY

200 Bush Street, San Francisco 4, Calif.

CHAMBERSBURG SCHOOL

(Concluded from page 44)

The Costs

The total cost of this building was \$3,265,000. Of amount \$2,700,635 represents the cost of construction which included the architects' fees and grading and landscaping of grounds. The cost of equipment and furnishings was \$250,000. The cost of the 19½ acre site was \$41,000 (not included in the above totals).

The building contains 3,390,000 cubic feet which gives a construction cost of 80 cents per cubic foot. The floor space in the building is 180,000 square feet. The construction cost per square foot was \$15.

The construction cost per pupil based on 1200 pupils (the building will readily accommodate 1300 or more pupils) was \$2250.53; the total cost per pupil \$2720.83.

The general opinion of the board, staff, and citizens of the community is that Chambersburg has a wonderful building, a structure of beauty and usefulness, at a very reasonable cost. All are justly proud of this achievement and feel that the new facilities will greatly enhance the present fine secondary school program of the community.

A CALL FOR HELP

(Concluded from page 49)

a thorough grasp of the purposes for which schools exist, the program of studies required to achieve these purposes, the necessary qualifications of personnel to make it effective, essential relationships with one's board of education, professional associates, and community.

School Finance and Business Management: Also on the graduate level: this includes knowledge of the problems of budgeting (expressing the educational program in a schedule of expenditures that will make it effective and setting up a financing plan to support the expenditure schedule); planning the building and maintenance program; setting up and operating transportation of pupils; purchasing equipment and supplies; etc.

PERSONAL NEWS

★ W. R. MARTIN has been elected treasurer of the school board at Poplar Bluff, Mo. Boss H. P. BENNETT was named secretary.

★ MRS. RAYMOND D. KUESPERT has been elected president of the board at South Bend, Ind., to succeed Arthur M. Russell, Jr.

★ CHARLES F. HATHAWAY is the new president of the Kokomo-Center township school board, Kokomo, Ind.

★ FRANK L. HUNN is the new president of the board at Atchison, Kans.

★ GEORGE S. BENSON heads the board at El Dorado, Kans.

★ FRANK FREEMAN has been elected president of the board at Leavenworth, Kans.

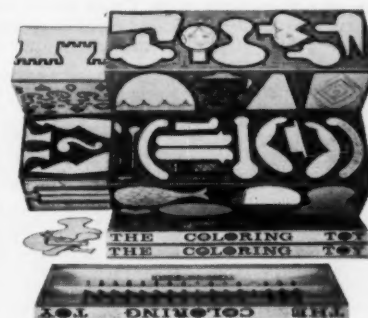
★ CHARLES E. DAUGHERTY has been re-elected president of the board at Gary, Ind. JOSEPH A. LUCKEY was re-elected vice-president.

★ MAURICE McDONALD is the new president of the board at Beloit, Wis.

★ DR. EARL A. MARTIN has been elected president of the board at Parsons, Kans.



THE COLORING TOY AVAILABLE AT YOUR FAVORITE SOURCE OF SUPPLY
DESIGNED BY CHARLES EAMES
MADE BY TIGRETT ENTERPRISES



"It was no accident

that

American Crayon Company's

crayons were chosen

for The Coloring Toy.

Crayonex colors

are beautiful

and their quality

is the highest."

CHARLES EAMES



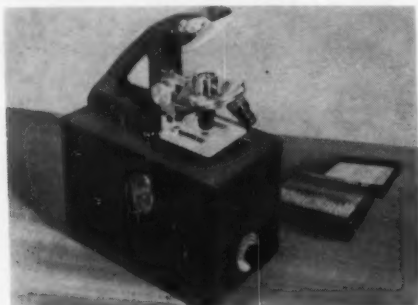
SANDUSKY, OHIO NEW YORK, NEW YORK

THE AMERICAN CRAYON COMPANY

News of Products for the Schools

VICTOR MICRO-PROJECTOR

A new micro-projector was introduced by the Victor Animatograph Corp., Davenport, Iowa, at a recent convention. Called the Victor Magnascope V200, the latest addition to the company's line of audio-visual equipment is



Magnascope V200

designed to enlarge microscopic specimens up to thousands of diameters. (Commercial as well as home-prepared slides can be used.) The new unit is capable of projecting on a movie screen for large group viewing or directly down in front to the table top for small groups or sketching purposes. When projecting on the movie screen, image size is controlled by the distance of Magnascope from the screen—the farther away from the screen, the larger the image.

The compact unit (weight 8 pounds) features a variable light focus allowing adjustment of the 200-watt lamp for maximum brilliance with any objective lens. The unit is equipped with two microscope objective lenses mounted on an indexed turret for fast, positive positioning over specimen stage. Lenses are interchangeable with any standard microscope lens. Blower cooled for sustained operation, it incorporates a heat filter for protection of live specimens. The projector is of metal construction, finished in green scratch-resistant enamel.

(For Further Details Circle Index Code 0115)

PERMAPEX CRAYONS

A new teaching aid for blackboard usage has been developed by the Apex Permanent Crayon Co., Youngstown, Ohio. Called the "Permapex Crayon" the product is a permanent type crayon with an angle-pointed edge. It will provide permanent charts, graphs, musical staves, illustrations, with innumerable other uses for enduring blackboard or chalkboard work. When used as a background design or chart, removable chalk line can be drawn upon it; washing will not remove the design.

A special, fast-working chemical solvent, "Removo," will remove the design and restore a clean chalk or blackboard leaving it dry and greaseless. Crayons are available in four colors: red, white, yellow and blue.

(For Further Details Circle Index Code 0116)

NEW DUPLICATING CARBON

A new duplicating carbon claimed to be the cleanest carbon yet developed is now available to users of Direct Process (spirit) duplicating equipment. Called Royalty Hi-Gloss, the carbon is made by Ditto, Incorporated, Chicago, Ill.

The new carbon is protected by a specially developed glossy coating which seals in the carbon dye, making it almost impossible to

smudge or stain. Only typing or writing on the surface can break the seal. In addition, Ditto's new carbon produces brighter copy, and can be stored longer without deteriorating. Royalty Hi-Gloss is available as separate carbon sheets, or in Master-sets with the carbon attached to the master paper. Samples are available at no charge from the Company.

(For Further Details Circle Index Code 0117)

SLATOSTEEL CHALKBOARDS

A new type of chalkboard called "Slatosteel" has recently been introduced by Beckley-Cardy Company, Chicago, Ill. Made with the patented Porcellen silicate coating over steel, Slatosteel brings chalkboard to a new high in durability and ease in writing. Automatic electrostatic spraying assures Slatosteel a uniform surface with just the right bite for chalk. It has a permanent green color with a reflectance factor not over 20 per cent. Slatosteel is guaranteed for the life of the building.

The added advantages of "touch and feel" learning are available when magnetic numbers, letters and figures are used with the board. Small magnets can also be used for posting papers on the board without danger of marring the surface.

Because Porcellen requires a thinner steel base than porcelain enamel boards, it is much lighter weight. This makes Slatosteel less expensive to ship, and easier and cheaper to install. It can be sawed and drilled on the job and requires no expensive wall construction.

(For Further Details Circle Index Code 0118)

LOW CLEARANCE UNITS

Schieber "Mobil-Fold," folding portable table and bench units for cafeteria seating, distributed by Schieber Sales Company, Detroit, Mich., are now available in 12-foot models in addition to the 14-foot model. The new Schieber unit consists of two tables and four benches, each 12 feet long, with a total seating capacity for 32 children.



New 12-Foot Unit

The tables and benches of Schieber Mobil-Fold units fold in the center and lock vertically into their own all steel, caster-equipped carrier. The 14-foot Mobil-Fold unit seats 40 children but folds to 7 feet and will not clear some door openings. The new 12-foot unit seats fewer children, but folds to a 6-foot height, clearing all doorways.

(For Further Details Circle Index Code 0119)

STACKING DOUBLE-DESK

A two-pupil stacking desk designed to meet the needs of classrooms requiring economical use of space has been developed by the Brunswick-Balke-Collender Co., Chicago, Ill. The functional double-desk stacks out of the way to create free areas for group activities.

The two-pupil desk, which has a continuous work surface measuring 20 inches by 48 inches, also may be grouped flush with other desks to form a large work area for



Two-Pupil Desk

group projects. The desk top is available in either natural maple plywood or plastic.

The rugged self-supporting frame is designed for free leg movement. All frames are made of heavy gauge, tempered tubular steel. The legs are tapered and thickened for greater strength and shock absorption. Rubber bumpers are firmly attached to all desks so that when stacked they will not scratch the unit beneath. Case hardened steel floor glides, large enough to resist denting soft tile floor surfaces, fit into nonmarking rubber feet.

Individual bookshelves beneath the desk top have a downward slope to provide more leg freedom and hold supplies in place even when the desks are stacked. The desks come in an assortment of five sizes.

(For Further Details Circle Index Code 0120)

GENIE PAINT KIT

Binney & Smith, New York, N. Y., have produced what they believe to be the simplest screen printing kit ever developed. Using the Genie Ready-to-Use paint kit, now children can make attractive greeting cards, invitations, place cards and posters.

The kit includes step by step instructions, six large tubes of paint in assorted colors, sturdy printing frame, two mesh screens, squeegee, paper and crayons. The paint may also be used for finger painting, and finger painting paper has been included. The Genie paint kit is very moderately priced.

(For Further Details Circle Index Code 0121)

FLOORING SPECIFICATIONS

Revised specifications covering finishes for hardwood floors have been issued for the Maple Flooring Manufacturers Association by the Timber Engineering Company, wood research specialists and official laboratory for the association. The 1955 specifications became official on September 1, 1955; they establish standards for finishes for both heavy duty and gymnasium floors and are designed to give users of these products the benefit of technological improvements in the intervening years. Products found to meet these specifications when tested by the official laboratory are placed on the MFMA approved list issued by the association, and can be advertised and sold as approved products.

(Continued on page 100)



FOR THE FIRST TIME A "FIRST LINE"

PRICED FOR SCHOOLS AND STUDENTS

- ★ CONN NAME
- ★ CONN QUALITY
- ★ NEW LOW PRICE
- ★ A COMPLETE LINE



Perfect Combination for Better School Bands

CONN
ALTO SAX
IN CASE
INCLUDING
TAX
\$239⁵⁰



Yes, and *Conn Director* instruments are the answer to your "school budget prayers!" Here is a *complete "first name" line of high quality, guaranteed, LOW PRICED* band instruments that set a new standard of tonal perfection and ease of playing! Now you can approve the purchase of *low price* instruments with full assurance that your schools will have a "first line," if they specify CONN DIRECTOR. Your school purchasing director will be glad to know of this, too! Send for new *Director* catalog, today... it will be mailed FREE and without obligation!

BAND INSTRUMENT DIVISION
C. G. Conn Ltd., Dept. 1060, Elkhart, Indiana



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Bb CLARINET
IN CASE
INCLUDING TAX
\$119⁵⁰



CONN SOUSAPHONE INCLUD-
ING TAX BUT **\$499⁵⁰**
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CONN
CORNET, TRUMPET OR
TROMBONE—COMPLETE
IN CASE, INCLUDING TAX
FROM **\$129⁵⁰**



CONN

WORLD'S LARGEST MANUFACTURER OF BAND INSTRUMENTS

tops in class

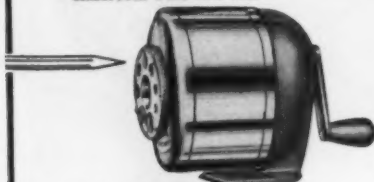
BOSTON KS

efficient—30 hard-steel, deep-milled cutting edges cut swiftly and neatly—BOSTON pencil stop prevents waste

rugged—strong, die-cast frame and steel rack—nickel-plated steel receptacle

adaptable—snap guide takes 8 pencil sizes

dependable—guaranteed 1 year—even against classroom wear and tear



specify **BOSTON KS**



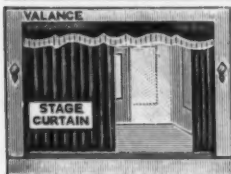
BOSTON
PENCIL SHARPENERS

FREE!

School report book on pencil sharpener care, selection and use in schools.

C. HOWARD **HUNT** PEN CO.
Camden 1, N. J.

Also mfrs. of SPEEDBALL pens and products



**inexpensive Stage
Curtains & Tracks
EASY TO INSTALL**
Velour 8' x 20' \$120
Send Size of Stage
for Price & Sample
CAMDEN & CO.
180 N. Wacker Dr.
Chicago 6, Ill.

No more Messy Boards or Smudged Drawings with new "PERMAPEX" Crayons. Graphs, Charts, and Special Messages stay on until you wish them removed. — Send \$3.25 for Postpaid PC3 Set of PERMAPEX Crayons, 1 each of Red, White, Yellow, & Blue, Plus 5 oz. Tube REMOVO, for cleaning Boards neatly after use.

APEX PERMANENT CRAYON CO.
DEPT. B BOX 2236 YOUNGSTOWN 4, OHIO

FLEXIBLE LIGHTING

The Wakefield Company, Vermilion, Ohio, and Wakefield Lighting Limited, London, Ontario, Can., introduce a new concept of school-room fluorescent lighting and space flexibility known as "Photo-Metrics." Photo-Metrics includes a package of electrical channeling for nine standard classrooms 22 by 30 feet to 30 by 32 feet. From this channel hangs an extruded aluminum grid into which a copolymer vinyl diffuser is inserted. For economy the diffuser does not touch the side wall, but is close enough to prevent direct lamp view.

For flexibility of space in new construction, the grid rails mesh into movable partitions. In rehabilitation Photo-Metrics can improve classroom proportions, lower apparent ceiling heights, cover unsightly ceilings and conform to or surpass accepted educational lighting recommendations. Cost installed is claimed to be less than the cost of a lowered ceiling and the usual three rows of fluorescent fixtures.

(For Further Details Circle Index Code 0125)

News of Products...

(Continued from page 98)

Principal changes from previous specifications include: increasing the Sward Hardness requirement to a minimum of 16; test on elasticity or toughness will now utilize a Penta-Resin-Ester solution in place of the Kauri solution, in general accordance with ASTM method D154-53; and the abrasion test used will be in accordance with ASTM method D658-44 employing an air-blast abrasion tester. Copies of the specification are available from either Timber Engineering Co., or the Maple Flooring Manufacturers Assn.

(For Further Details Circle Index Code 0122)

STEEL FORM-A-STAGE

J. E. Burke Company, New Brunswick, N. J., announces the development of Form-A-Stage, a portable prefabricated unit of all-steel construction, which can be erected with only one tool quickly and easily. Stages for band concerts, parade reviewing stands, meetings, rallies or other outdoor school ceremonies can be assembled and dismantled by a few maintenance men or members of the school football team.



Steel Pre-Fab Stage

Available in sections measuring 5 by 10 feet or 10 by 10 feet, the units may be locked together to form any shape area desired. All-steel stairways, easily pushed into open position, may be attached also. The Form-A-Stage 10 by 10-foot section exceeded building code requirements by withstanding weight of 18,760 pounds of concrete blocks in a recent test. Speaker's stands are also available.

(For Further Details Circle Index Code 0123)

CHAIR ACCESSORIES

To make its line of folding chairs more versatile for educational and wide variety of other purposes, American Seating Company, Grand Rapids, Mich., is introducing two innovations. All units in the company's folding chair line will be made available from now on with folding arm rests as optional equipment.

The folding arm rest development is intended primarily to add to the comfort of this type of furniture. The all-steel arms, which fold automatically when the seat is folded, are attached to the chair frame with strong steel hinges, and are finished in baked-on beige enamel.

The plywood tablet arm is a new attachment for the all-steel chair and is bolted into position. Folding independently of the chair, this arm swings into a slightly sloped writing position before use and can be just as easily folded up, permitting comfortable ingress and egress without movement of the chair.

(For Further Details Circle Index Code 0124)

CATALOGS & BOOKLETS

An attractive folder describing the 14 motion pictures available from Scientific Apparatus Makers Association, Chicago, Ill., has been published recently. Film information is outlined for each picture according to title, film size, color or b.w., running time, description, and source. Single copies are obtainable, free.

(For Convenience Circle Index Code 0126)

"How to Modernize Old Windows with PC Glass Blocks," is the title of a new 8-page catalog prepared by the Pittsburgh Corning Corp., Pittsburgh. The new booklet demonstrates the window modernization program both in terms of lighting benefits and economy. Selection of proper functional glass block for its particular use is also described. Copies are free.

(For Convenience Circle Index Code 0127)

A new bulletin, F5795-2, describes how the Wheelco Capaciline, a supplementary control device, "anticipates" the fuel needs of controlled heating equipment and enforces straightline control on the process variable. Published and available, free, from the Barber-Colman Company.

(For Convenience Circle Index Code 0128)

Huntington Laboratories, Huntington, Ind., have released their 1955-56 Basketball Coaches Digest. It is the 15th annual edition of the publication which reprints many of the outstanding articles on coaching printed during the past year. The magazine has 64 pages, is fully illustrated, and is free to all basketball coaches. Charge of 50 cents to fans and players.

(For Convenience Circle Index Code 0129)

Laykold Walk-Top, a product of American Bitumuls & Asphalt Co., San Francisco 11, Calif., is described in a new bulletin in color. Laykold Walk-Top is the sealing bituminous paving process of cold-applied asphaltic compound to walks, drives, parking lots, and playgrounds, available in colors. Copies of the bulletin are free.

(For Convenience Circle Index Code 0130)

Two booklets available from National Sanitary Supply Assn., Inc., Chicago, Ill., are "Causes and Effects"—commonly encountered problems with asphalt and rubber tile floors, and "The Care and Maintenance of Concrete Floors." Copies are available free.

(For Convenience Circle Index Code 0131)

M. Grumbacher, Inc., New York, N. Y., has announced the publication of a 16-page brochure on "Wet-In-Wet" oil painting by artist Ludolf's Liberts. A full-color plate of "Paris at Night" by Liberts and illustrations showing the progressive steps in painting it are included. Copies are free.

(For Convenience Circle Index Code 0132)

An illustrated case study of the relighting program of schools in Rockford, Ill., has been published by Day-Brite Lighting, Inc., St. Louis, Mo. Before and after illustrations show clearly the improvements made. Copies available on request.

(For Convenience Circle Index Code 0133)

Specific advantages of Foamglas cellular glass insulation is explained in a new 12-page brochure published by the Pittsburgh Corning Corp., Pittsburgh 22, called "Foamglas in Thin Wall & Sandwich Panel Construction." The booklet also contains photos and details of several projects utilizing this technique. Copies are available, on request.

(For Convenience Circle Index Code 0134)

new style! new comfort! new power!
new Internationals!



Functionally styled for practical good looks!

Here are the new INTERNATIONALS . . . a great new truck line from *any* point of view! Their clean-lined styling is trim and functional — designed to take the rough going of truck work without excessive repair costs.

Driver designed for real comfort!

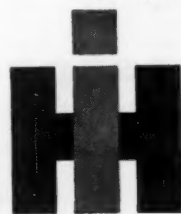
They give you real comfort, too! They're driver-designed to let you work longer without fatigue. Loaded with performance and handling features that make hauling jobs easier.

More usable horsepower for BIG money savings!

These great INTERNATIONAL trucks offer more horsepower — develop their power for sustained operation at lower, more economical engine speeds. They're *all truck* with no passenger car engines or components asked to do a truck job. That saves you the BIG money — the over-the-years operating and maintenance money. Drive them today, at your INTERNATIONAL Dealer or Branch.

INTERNATIONAL HARVESTER COMPANY • CHICAGO

**INTERNATIONAL®
TRUCKS**



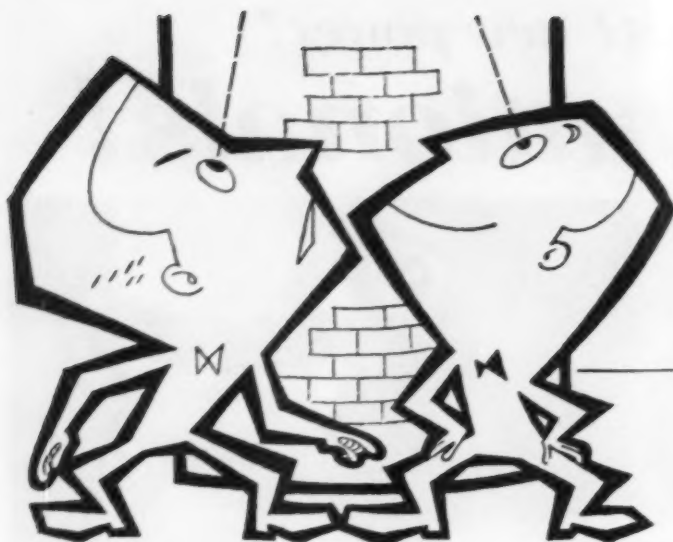
***All-Truck Built to
save you the BIG money!***

International Harvester Builds McCORMICK® Farm Equipment and FARMALL® Tractors . . . Motor Trucks Industrial Power . . . Refrigerators and Freezers

New INTERNATIONAL "5-line" includes light, medium and heavy-duty models from 4,200 to 33,000 lbs. GVW, with 10 gasoline and LPG engines, every modern truck feature.



You relax in **REAL** comfort in Comfo-Vision cabs. Comfort-angled steering wheel. Low hood for closer view ahead. "Quiet-ride" roof lining, draft-free doors. Choice of 24 solid and optional two-tone exteriors. Optional deluxe cabs have color-keyed interior, chrome trim.



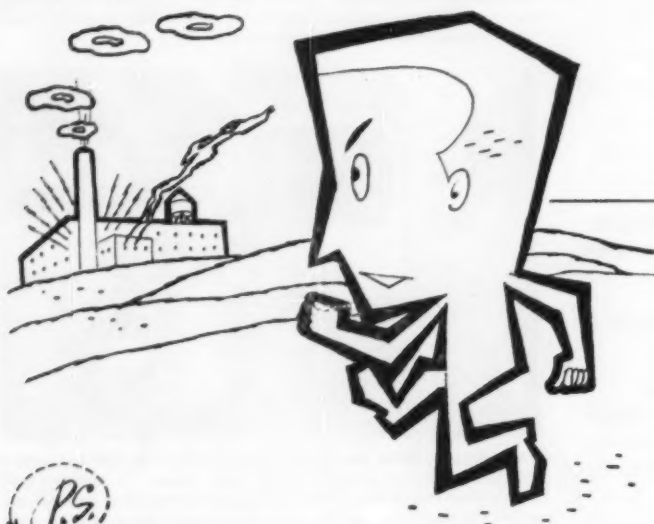
Your chimney never
smokes any more.
Did you change to
another fuel?

We just changed to another kind of coal. And
man! Does it make a difference! No smoke. No
clinkers. No trouble. And very few ashes.



What kind of
magic coal is this?

It's one of the superior quality coals produced
on the Chesapeake and Ohio. But the important
thing is that it is exactly right for our type
of installation.



Say, I've got to look into
this! We're always
having boiler room
trouble at our plant.

Picking the right coal is a job for an expert.
I never realized there were so many things to
consider. Size, moisture, sulphur, ash softening
temperature, etc., as well as BTU's.

Why don't you write to the C&O coal people?
Tell them your problem and describe your boiler
equipment. They'll help you find the very best
coal for your particular condition.



There's a lot more to buying coal than
the cost per ton. Why not contact coal
producers on the C&O to solve your
particular fuel requirements, or write to:
R. C. Riedinger, General Coal Traffic
Manager, Chesapeake and Ohio Rail-
way Company, Terminal Tower, Cleve-
land 1, Ohio.

Chesapeake and Ohio Railway

WORLD'S LARGEST CARRIER



OF BITUMINOUS COAL

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
100	American Bitumuls & Asphalt Co... 97	1017	General School Equipment Co. 2nd cover	1027	Johnson Service Company..... 1
	Playground surfacing. Write for details.		Staput movable desks. Free booklet.		Automatic temperature controls. Free information.
101	American Crayon Company..... 97	1018	Goodyear Tire & Rubber Co..... 22	1028	Kuehne Manufacturing Co..... 63
	Art Material		3-T Cord tires. Free information.		Tubular furniture. Send for illustrated brochure.
102	American Seating Company..... 15	1019	Griggs Equipment Company..... 23	1029	Ludman Corporation..... 12 & 13
	Auditorium chairs. Free literature.		Airliner desk and chair. Free catalog.		Auto-lak control bar windows. Use coupon on page 13.
103	Apex Permanent Crayon Co..... 100	1020	Hamilton Mfg. Co..... 74	1030	Luria Engineering Corp..... 72
	Permapex crayons.		All-purpose equipment. Write for catalog No. 215.		Standardized steel building frames. Free catalog.
104	Binney & Smith Co..... 94	1021	Heyer Corporation, The..... 80	1031	Mayline Co. 92
	Crayons, paints, chalk, and modeling clay.		Spirit Duplicators. Use coupon page 80.		Drafting and art table.
105	Butler Manufacturing Company..... 79	1022	Heywood-Wakefield Co..... 17	1032	Medart Products, Inc., Fred..... 75
	Steel buildings. Use coupon on page 79.		Chrome furniture. Free catalog.		School wardrobes. Free new catalog.
106	Camden and Company..... 103	1023	Hillyard Chemical Company..... 87	1033	Metalab Equipment Corp..... 86
	Stage curtains and tracks.		Floor treatment material. Free floor treatment survey.		Metalab laboratories. Use coupon on page 86 for catalog.
107	Celotex Co., The..... 18	1024	Hunt Pen Co., C. Howard..... 100	1034	Minneapolis-Honeywell Regulator Company 66 & 67
	Sound conditioning. For free booklet use coupon on page 18.		Pencil sharpeners. Free school report book.		Schoolmaster temperature and ventilator system. Free information.
108	Chesapeake and Ohio Railway..... 102	1025	International Business Machines Corp... 93	1035	Mississippi Glass Company..... 16
	Coal. Free information on full requirements.		Electric typewriters.		Translucent diffusing glass. Free literature.
109	Chicago Hardware Foundry Co..... 90	1026	International Harvester Co..... 101		
	Sani-Dri electric dryers. Free information.		New International trucks.		(Continued on next page)
1010	Conn Band Instruments (Div. C. G. Conn, Ltd.)..... 99				
	Band Instruments. Free Catalog				
1011	Ditto, Inc. 91				
	Duplicators. Use coupon on page 91 for free literature.				
1012	Draper Shade Company, Luther O. . . 84				
	Pakfold window shades. Free information and sample of cloth.				
1014	Electric Aire Engineering Corp..... 80				
	Hand and hair dryers. Free information.				
1014	Electro Silv-A-King Corp..... 21				
	Magic Frame troffers. Free data and Catalog.				
1015	Fenestra Building Products... 14, 82 & 83				
	Troffer-acoustical building panels and galvanized-bonderized steel windows. Free information.				
1016	Flynn Mfg. Co., Michael..... 9				
	Aluminum Windows. Free information.				

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL

400 North Broadway, Milwaukee 1, Wis.

October, 1955

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

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Also information on _____

Name _____

Please Print

Title _____

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Zone _____

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	Folding tables and chairs, and trucks. Free catalog.		Typewriters. Use coupon on page 95.		Scaffold on wheels. Free circular.
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For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. **BRUCE—MILWAUKEE.**

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AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN

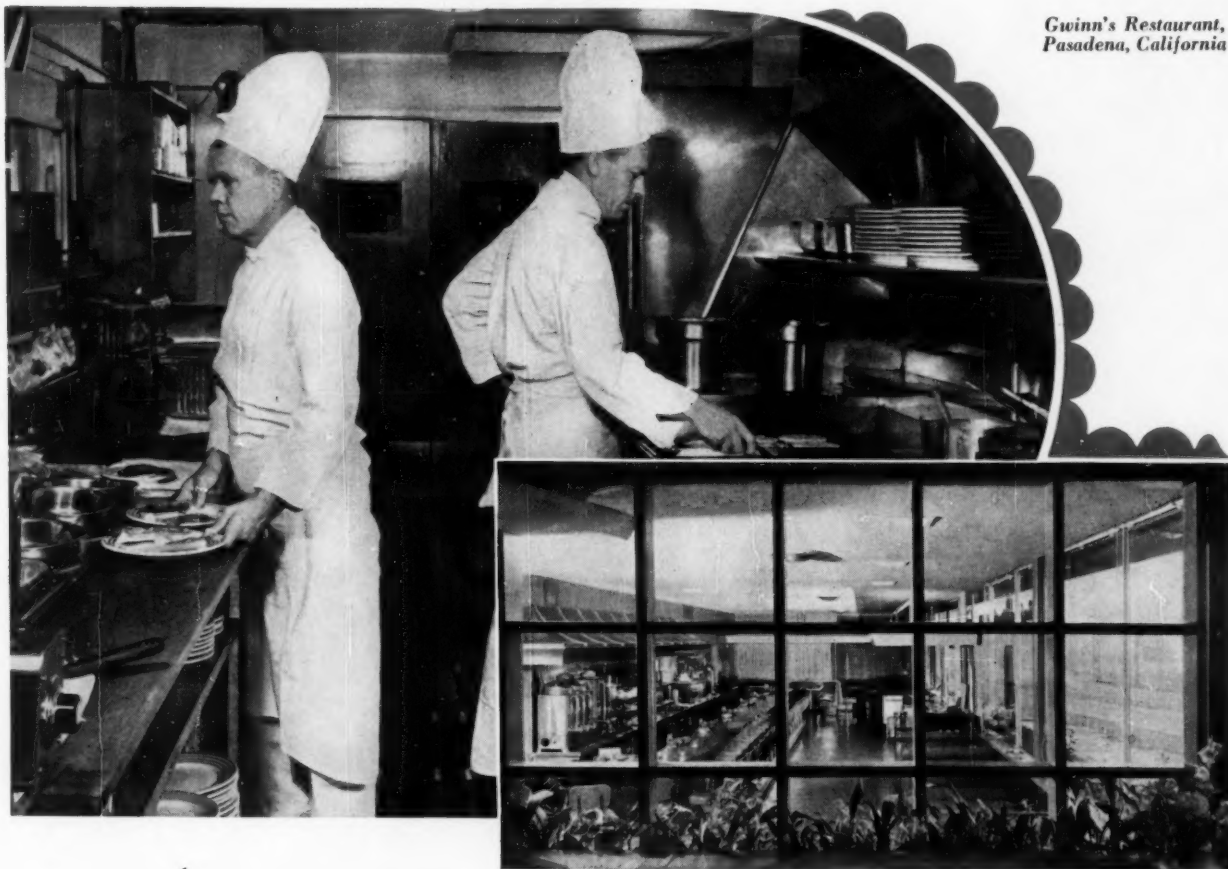
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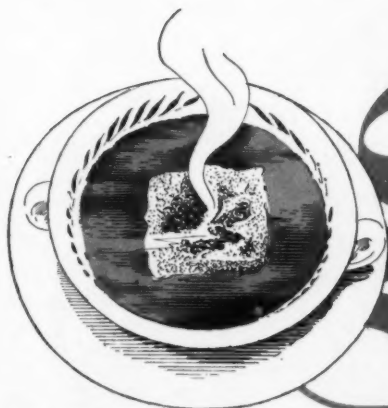
D

eference to a difference

Naturally, in developing our large assortment of canned soups, we had in mind the needs of those we serve—which means you and the thousands of others who daily serve meals to the public. The result is a line of soups you can't buy elsewhere—hearty soups, full-flavored and full-bodied, with the aroma of the home kitchen and the economy of scientific and specialized production. You, too, will promptly note a pleasing difference to merit your deference.



Gwinn's Restaurant,
Pasadena, California



JOHN SEXTON & CO., CHICAGO, 1955

Sexton

Quality Foods

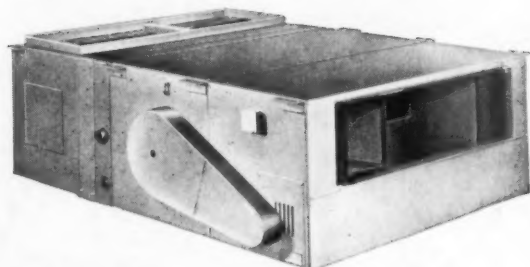
YOUR GUARANTEE OF —

VENTILATOR
NOISE

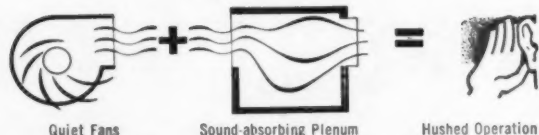
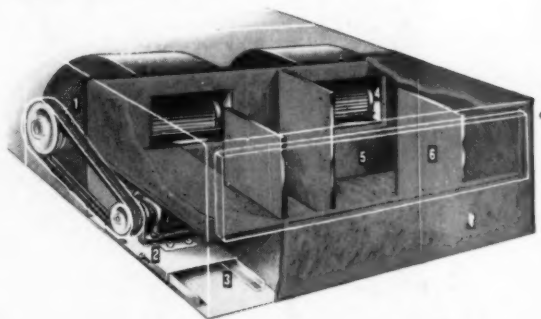


undivided attention

*is sometimes the elimination
of only 10 annoying decibels
of interfering sound*



Nesbitt Thermovents
are available for vertical,
horizontal, and inverted mounting



FEATURES CONTRIBUTING TO SOUND REDUCTION

1. Self-aligning, sleeve-type fan shaft bearings.
2. Two-speed, sleeve-bearing motor insulated by a resilient mounting.
3. Ventilated compartment isolates the motor from the air stream.
4. Large diameter, forward-curved fans, operating at low tip speed.
5. Large plenum chamber lets air from fans expand, reduces sound.
6. Baffle plates in the plenum, are covered with 1-inch glass fibre.
7. Lining of 1-inch bonded glass fibre over entire inside of plenum. The plenum and its lining reduce noise level at least 11 decibels.

How much are 10 decibels worth?

When an auditorium is plagued by a high level of air and mechanical noise from the ventilating equipment, it would be worth—and it would cost—thousands of dollars to reduce the interference by as much as ten decibels. But a reduction of 10 to 15 decibels in the noise level can be assured by the investment of only a few extra dollars made at the *right time*: when the mechanical equipment is selected!

Nesbitt makes a full line of heating and ventilating units for assembly places requiring high-capacity, high-volume operation—a demand directly opposed to quiet performance. Yet these Nesbitt Series T Thermovents are designed fully to accomplish their rated task with a degree of sound reduction 10 to 15 decibels greater than that of other makes because only Nesbitt offers all these sound-absorbing features.

When you specify Nesbitt Thermovents for your new auditorium you guarantee its thermal comfort — and the attenuation of at least 11 decibels of system noise through the Nesbitt low-speed fans, vibration eliminators, quiet-operating motors, and sound-absorbing plenum and baffles lined with 1-inch glass fibre.

**It will pay you to read the whole story;
write for a copy of Publication 103.**

Nesbitt THERMOVENT

Made and sold by John J. Nesbitt, Inc., Phila. 36, Pa.

Sold also by American Blower Corporation

Offices in principal cities—see telephone directory